DOCUMENT RESUME

ED 102 881 FL 006 790

AUTHOR Hammerly, Hector, Ed.
TITLE Second Language Teaching 74. Part Two of the Proceedings of the Annual Meeting of the Pacific Northwest Conference on Foreign Languages (25th, Spokane, Washington, 1974).
INSTITUTION Pacific Northwest Conference on Foreign Languages, Portland, Oreg.
PUB DATE 74
NOTE 221p.; For related documents, see FL 006 690-716
AVAILABLE FROM Hector Hammerly, Dept. of Modern Languages, Simon Fraser University, Burnaby 2, British Columbia ($8.00)

EDRS PRICE MF-$0.76 HC-$10.78 PLUS POSTAGE
DESCRIPTORS *Conference Reports; Course Content; Course Descriptions; Culture; Curriculum Planning; English (Second Language); *Language Instruction; *Language Programs; Programed Instruction; *Second Language Learning; Study Abroad; Teacher Education; Teaching Methods

ABSTRACT

The papers included in this volume cover a variety of topics of interest to the language teacher, specifically TESOL, teacher training, curriculum planning, individualized programs, the teaching of culture, teaching techniques, study abroad programs, and programmed learning. Twenty-seven of the 32 papers in the volume are included here. The authors are: (1) D.E. Bartley, (2) H. Reinert, (3) N. Rojas, (4) O.W. Rolfe, (5) S. Oksenholt, (6) P.A. Lamarre, (7) W. Hollerbach, (8) N.C. Bosch, (9) G.W. Probst, (10) K. Engelhordt, (11) R.N. Tolman, (12) K.J. Northcott, (13) M.H. Macdonald, (14) A. Galt, (15) J.B. Wang, (16) K. Kougioulis, (17) E. Hagemeyer, (18) R.W. Collier, (19) E.F. Schneider, (20) M.H. Edwards, (21) D.H. Corbin, (22) H. Hosford, (23) R. Bodden, (24) B. Sophusson, (25) O. Cadart-Richard, and (26) J. Labat. (PMP)

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SECOND LANGUAGE TEACHING 74

Part Two of the Proceedings of the
Twenty-fifth Annual Meeting of the

PACIFIC NORTHWEST CONFERENCE ON FOREIGN LANGUAGES

Held in Spokane, Washington
Under the Auspices of

EASTERN WASHINGTON STATE COLLEGE

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PRACTICE-CENTERED TEACHER TRAINING FOR TESOL

Diana E. Bartley
University of Wisconsin-Milwaukee

[*Editor's Note*: This paper was read at the 1973 P.N.C.F.L. but did not appear in its *Proceedings*.]

During the summers of 1971 and 1972, two Institutes in Adult Basic Education-TESOL[1] were held at the University of Wisconsin-Milwaukee. The purpose of the Institutes was to train experienced teachers of adults who speak either a foreign tongue or a nonstandard dialect of English and who have achieved the educational equivalence of eighth grade or less. The teachers were trained in contemporary theories and methodologies in a practice-centered teacher training program based on in-circuit television and microteaching. The Institutes were made possible by a grant awarded by the Bureau of Adult Vocational and Technical Education of the U. S. Office of Education. The success of the Institutes is reflected by the evaluations and due to its success it has been previously described as a model in order to be used or adapted by ABE-TESOL Centers throughout the United States.

There were three basic components of the Institute. The components which formed the essential parts of the practice-centered teacher training program and the structure of the Institute will be described below: 1) the microteaching which formed the basis of the Institute; 2) the seminars and workshops and 3) the community consultants. These components are intrinsically related in that the applied linguistics, workshops and consultants' conferences are closely integrated and lead to immediate practical application in the microteaching and in the home teaching situation which immediately follows the Institute. Community consultants, who formed a new and important aspect of the 1971 Institute and continued to be a part of the 1972 Institute, are needed in order to sensitize the teachers of adults and indicate to these teachers that their students are unlike high school and college students of ESL in the sense that the adult student is already a member of the adult community but without access to the resources which are available to most standard English speakers.

The following description will offer a brief overview of the struc-

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ture of the Institute. Two three-week Institutes of 48 participants each were held. All of the participants were teachers of Adult Basic Education-TESOL classes. The participants were divided into three groups of 16 participants each. Teachers in group I were those who taught standard English to speakers of a nonstandard dialect most often spoken by inner-city Blacks. Teachers in group II were those who taught standard English to speakers of a nonstandard dialect stemming from a foreign language, specifically Spanish. Teachers in group III were those who taught standard English to native speakers of a foreign language who do not speak English, that is, a heterogeneous language group.

The first component of the Institute were the workshops and seminars. Each group of participants attended seminars in applied linguistics referrent to the dialect spoken by their students. These were two hour classes which were followed by one hour cultural seminars in which the basic cultural elements of their students were discussed. A one hour consultation period with Professors was allotted and completed the morning session. In the afternoon, the participants attended workshop sessions with their own group in which they planned curriculum materials which they could use upon returning to their ABE Programs.

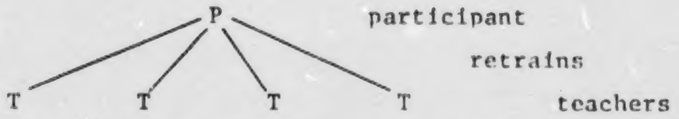
The microteaching consisted on one introductory day for each group, one group following the other at the beginning of the Institute. Then, each group participated in a three-day microteaching cycle. During the three days of the microteaching cycle, each participant microtaught at least twice, observed several times, acted as a student about four times on the average and as a trainer at least twice. When the participant acted in the role of the teacher, he would in a 'preconference' discuss the microlesson to be taught with the participant acting in the role of the trainer and then discuss the results of the lesson with the 'trainer' who would then offer relevant comments and suggestions. The 'trainer' role was incorporated in 1972 in order to prepare participants to retrain their colleagues upon returning to their teaching positions. While one group of 16 was microteaching, the other two groups were attending classes. Institute participants acted as students during the microteaching. The rationale for this was to give the participants as much exposure to the microteaching as adapted to ABE-TESOL, in addition to the application of the Shaftel authored role playing theory[2] in terms of having ABE teachers act as students in order to better understand the students' reactions in a learning situation.

The three groups came together for consultants' conferences. These conferences were held either in the afternoon or evening and they dealt with a wide variety of subjects related to the ABE student, especially social welfare, medical and legal resources for the Adult student in a low income bracket. The topics covered by consultants were primarily areas in which they are particularly competent and areas in which the ABE teacher must be informed. The consultants were specialists from the Milwaukee community who were able to discuss their fields in terms of both local and national implications.

In addition to these three basic areas, the program provided participants with two types of extra-curricular learning activities: 1) opportunities for learning about other government funded projects at UWM which are in some way related, such as the High Equivalency Program, and the HIT Program (High Impact Team); 2) visits to the Milwaukee ABE Centers and other ABE-TESOL Programs in Milwaukee. The places visited included the Centro Hispano, the Opportunity Industrialization Center (OIC) and the Concentrated Employment Program (CEP).

The evaluation unit of the Institute was headed by Dr. Walter Zwirner, University of Calgary, Alberta. The evaluation was 1) formative, that is, an ongoing evaluation which included class visits, participant conferences with the evaluator and consultant conferences with the evaluator and 2) summative, which can be described in three parts: a) the statistical analysis of the differences between pre-tests and post-tests, b) observations by the evaluator and c) follow-up procedures.[3]

The follow-up and dissemination procedures were more widely developed in 1972. The follow-up consists of sending materials to the participants after the Institute has terminated, sending a three page follow-up questionnaire to the participants who are asked to assess the effect of the Institute training to their post-Institute teaching and to discuss the methods which they have employed to retrain their colleagues. The retraining pattern of the Institute can be visually described as follows:



The follow-up procedures also included participant visitation on the part of the faculty and staff in order to provide further guidance in the participants teaching and in the retraining of the participants' colleagues.

The dissemination aspect consists of the publication of professional articles describing the purposes, goals, structure, etc. of the model Institute and the presentation of papers at professional conventions. In addition, it includes presentation of Institute-related information through the news media at both the local and national level. Under dissemination is included the distribution of Institute-related materials to local, state and national agencies in Adult Basic Education.

This basically is ABE-TESOL as we hoped, dreamed and worked at it. A start has been made; we present what has been accomplished, and hope that enough information has been presented for those sufficiently interested to follow through with us to enable this program to benefit the ABE students and the programs from which they come.

Notes

[1] Often referred to as ABE-TESOL.

[2] Refer to Shaftel, Fannie R., Role-playing for Social Values: Decision-making in the Social Studies, Prentice-Hall, 1967.

[3] See Evaluation Section, Final Report, ABE-TESOL Institute, School of Education, University of Wisconsin-Milwaukee, 1971, pp. 175-185.

Also see. Evaluation Section, Final Report, ABE-TESOL Institute: A Model Program. School of Education, University of Wisconsin-Milwaukee, 1972, pp. 128-135.

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USE OF STUDENT OPINION AS A BASIS FOR CURRICULUM PLANNING

Harry Reinert

Foreign Language Consultant, Edmonds (Washington) School District

When one looks at the dramatic and sometimes drastic changes which have frequently been made in foreign language programs in recent years and at the same time one considers how little information was available when these changes were being considered, it is amazing that many programs have been as successful as they were. A partial explanation of some previous successes has undoubtedly been that foreign language for all practical purposes was a required subject, and thus foreign language teachers were dealing with a captive audience. College-bound high school students, for instance, took foreign language as a "required elective," to use an interesting turn of phrase. Now that foreign language is becoming increasingly an absolutely free elective, meaning that very few students must study another language, foreign language must become competitive in a strong buyer's market. And the competition from other areas of the curriculum is quite powerful.

A corporation would probably soon go bankrupt if it had a product to offer the public and entered the marketplace without making an attempt to determine what was marketable and what was not. But this is exactly the position which the foreign language profession has usually taken. Decisions are made concerning continuation or alteration of different segments of a program on the basis of what teachers feel students will accept--or on the basis of what teachers know the students need, whether the student likes it or not. A form of marketing research, however, could provide teachers with the kinds of information on which they could make much sounder decisions and have a greater likelihood of success.

When they hear someone mention "research," many teachers will immediately visualize a project requiring countless hours of study and a period of time stretching over months or years. The term can also be understood, however, in a less formal and formidable sense. Research can mean simply the seeking out of usable information with reference to a specific problem. In relation to foreign language programs, what we need to know is (1) how well are we doing so far, and (2) what

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needs to be changed. No matter how strongly a teacher may feel about what students need or should want, what we need to learn is what the student feels he needs and what he thinks he wants. The only reasonable source for this information is the students themselves.

In the Edmonds School District in the past several years we have been gathering this kind of information in several different ways, and we have been using this information as a basis for our discussions about program changes. I would like to summarize here the kinds of information we gathered and indicate how it has been used.

We have made two kinds of surveys of student opinion--we have surveyed students who were currently in foreign language classes, and we have surveyed students who were not in foreign language classes. Interestingly enough, the information we got from both surveys was similar in many respects. All of our survey forms were prepared locally. In order to make it possible to have the results summarized by the data processing department, each question listed multiple responses from which the student could choose the view which was closest to his own feeling and he marked a standard IBM scoring sheet. After several classificatory items--how many years the student had been in foreign language, which language he was studying, etc.--we asked the kinds of questions to which we wanted answers. For possible responses, we offered the different kinds of responses which we had been given by students over the years and also included the kinds of responses which we wanted the students to give. For instance, we asked: "What is the best reason for taking a foreign language?" and we included responses ranging from "To fulfill college entrance requirements" to "It gives you a better understanding of other people." It sounds rather simple, and it is. You ask the questions for which you need feedback, you offer a variety of possible responses, and you receive a profile of prevailing student opinion.

In our first survey in 1968[1] we discovered that the prevailing view among the students in our district was that college requirements was the major reason for studying a foreign language. Being committed to the intrinsic value of foreign language study, the teachers in our district could not settle for this attitude among their students. And being practical, they also knew that if this was the attraction of foreign language, we soon would have very few students left. So we began reorganizing our program. We abandoned our traditional view of foreign language as a college preparatory subject and looked to new approaches and new programs which we might introduce into the curriculum. Within three years we had expanded the program into the seventh grade in the junior high schools (whereas foreign language had never before been offered before ninth grade), we had implemented individualized instruction continuous progress approaches in some schools, we had formulated a clearly defined set of goals and objectives and had identified student expectations, and all of this information was passed along to principals, counselors and the public at large.

Three years after the first survey, we ran the same survey again with the addition of four items designed to give us a way of evaluating the student reaction to the individualized instruction programs at the end of their first year. This time we found somewhat sharper divisions in student attitudes than we had previously. For instance, we found more students who had very positive things to say about foreign language, but we also found more students who had nihilistic attitudes toward foreign language. We discovered that we had progressed toward meeting one of our initial objectives, for now only about a third of our students rated college requirements as the main purpose of foreign language study, whereas three years earlier over half of them held this view. We also discovered that three-quarters of the students who were in an individualized program preferred this to the traditional lockstep approach and that over half of those who were not in an individualized program wished they were. Some of our findings simply confirmed what many of us had been muttering for years: for instance, only about one-quarter of the 2300 students surveyed said that they did their best work when the teacher set deadlines, the remaining students indicating either that they worked best when they set their own deadlines or that the teacher's deadlines had no effect on whether they decided to work or not.

Some teachers in our district, however, still were not satisfied with the results, arguing that since both surveys had been taken of those students who were still enrolled in a foreign language at the end of a year, we had missed contacting those who had dropped out of language classes much earlier. So we designed yet another survey, this time of students who were not enrolled in foreign language. We took a random sample of those students in the five senior high schools who were not enrolled in a foreign language class during the fall of 1972. What we learned was not very comforting, but our results did confirm some earlier findings. We discovered that almost half of those students who were not at that time in foreign language had previously been exposed to foreign language study in the schools. And we discovered that within this group the most frequently given reason for not continuing in foreign language was "I've tried foreign language and I didn't like it." For years foreign language teachers have been shifting the blame for declining enrollments on anyone and anything other than themselves. We discovered from all of these surveys, for instance, that the counselor or parents play an insignificant role either in getting a student into or out of a foreign language classroom. What does make a difference is the teacher and the program. Reactions from the total sample indicated a widespread feeling that foreign language has no practical value and the popular belief that foreign language is hard, which in light of certain other answers may well mean that students too often are required to do busy work rather than do something which genuinely furthers their progress.

Included in this survey were questions concerning what changes in the current program would make it more attractive and what kinds of courses the students would have chosen had they been available. Regarding changes in the current program, students indicated the need for more fun in the classroom, greater opportunity for different rates of progress and pass/fail grading, and more speaking practice. Recommended new offerings included short-term courses for specific goals and courses which would have more practical application.

In each survey taken within our district, we found significant differences in prevailing attitudes--within one school many students expressed the desire and expectation of traveling and within another almost no one mentioned this, in some schools foreign language would have value mostly in relation to its practical application to jobs and in another it was considered primarily a tool to be used for college entrance. One of the outcomes of our various surveys is that we have begun to look at our total district program with the intention of providing for many more alternatives than we have ever had previously. We are presently working on alternative sets of objectives by school service area rather than slavishly staying with a single district-wide program that really does not quite meet the needs of anyone. We have taken seriously the student recommendations and have just inaugurated in some schools one-semester courses of Spanish, French, or German for travelers, and we are considering the possibility of offering other highly specialized short-term courses, such as French art, or Spanish dancing, or introduction to scientific German. The introduction of such courses is not new--many other districts have been heading in this direction for years. What may be somewhat unique to our district is that the introduction of a revised program is being constructed in answer to an expressed desire of our clientele rather than being determined solely by the judgment of the teachers in the district.

This year we looked at our district in yet another way, by investigating enrollment patterns in foreign language during the past seventeen years. Because the Edmonds district has grown so rapidly and total enrollments in any particular building varied so much from year to year, we converted all foreign language enrollment figures to a percentage of the total student enrollment, in other words, we considered only what percentage of the market we had cornered. There emerged from this study some interesting and sometimes surprising results, and these will provide us with material to consider in our planning for the future. The most remarkable statistic was that in October, 1957--just as Sputnik was making its first flight and the whole era of audiolingualism, NDEA money, and increased college requirements was about to open--the only high school in the Edmonds district at that time attracted 24.6% of its student body into foreign language. In October, 1973--after countless innovations and the expenditure of enormous amounts of money on revising programs--the five high schools which now serve the population of the Edmonds district attracted 24.7% of the total student population. At the very peak of the foreign language golden age of the middle 60's, our enrollment never topped 29.4%. Thus, we can rather easily conclude that even if college entrance requirements were still as high as they were a few years ago, this probably would not be of much help to us, since more and more students these days are deciding not to go to college. Another interesting set of statistics to come from this study was that German has the most stable enrollment and French has the greatest fluctuation. In some schools in our district French has risen or fallen as much as 10% of the student population in a matter of two or three years and during this same period German would vary only a few tenths of one percent. We have also noted statistically the commonly accepted view that foreign language is generally more appealing to girls and that girls are more apt to stay in language into the advanced levels. So our next task will be to try to find out what are some of the reasons for these differences. In other words we have ended with as many questions as we had when we started--why is German almost unchanging and why is French so volatile, what would we need to do to attract more boys into French and more girls into German and Spanish? But at least we know when we ask the questions this time that the questions are based on hard data and we also know that through the use of investigative techniques we should be able to find some practical answers that will make possible rational planning for the future.

Note

[1] Results of this survey were summarized in The Modern Language Journal (Feb. 70, pp. 107-112) under the title "Student Attitudes Toward Foreign Language--No Sale!"

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A PROPOSAL FOR A PEDAGOGICAL GRAMMAR OF DIMINUTIVES IN SPANISH

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1. Most textbook writers seem to agree implicitly that diminutives should be included in a first year Spanish textbook on the college level. However, they usually try to give the student only recognition knowledge of some of the various diminutive endings without telling him how these endings should be used. For example, in a rather traditional text, Turk & Espinosa's *Foundation Course in Spanish* (1974) we read: "for the choice of ending you must rely upon observation." (p. 375) In yet another text, the MLA's *Modern Spanish* (1973), which is a more linguistically-oriented textbook, various exercises and a better explanation are offered (pp. 334-6), but the generalizations that govern the choice of the different diminutive variants are not explained to the student. In addition, this pervasive impression that the choice of the different variants is haphazard can also be found in books of a more scholarly tradition; Gooch (1970), for instance, discussing the rules for diminutive formation, asserts that "usage is, however, often arbitrary and the only really practical and satisfactory guide is experience" (p. 31). A rare exception to this type of treatment of diminutives is Dalbor's *Beginning College Spanish* (1972), where we do find some rules for the formation of diminutives. Unfortunately, his rules, with one exception, are totally incorrect.[1]

It is the contention of this paper that there are general principles which determine the choice of the form of the diminutive and that these principles can and should be included in a first year college Spanish text. In the following sections, after presenting a critical analysis of the traditional rules for diminutive formation, I will delineate the kind of information concerning diminutives that a pedagogical grammar at the college level should include. An Appendix summarizing the position taken here and providing some sample exercises has also been included.

2. But before proceeding further, some preliminary restrictions I have placed on this paper need to be stated. I will not include here diminutives such as *-ín*, *-ete* (*-cete*...), *-uelo* (*-zuelo*...), etc.,

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because they occupy a rather marginal status within the whole grammar of the diminutive in Spanish. Elementary textbook writers generally seem to feel the same way because they do not usually mention these forms. Only the diminutive ending -*ito*(*a*) will be referred to here because it is the most commonly used throughout the Spanish-speaking world, and in addition, because all the rules that apply to the -*ito*(*a*) forms will also generally apply to the other endings -*illo*(*a*) and -*ico*(*a*). (-*Ito*(*a*), -*illo*(*a*) and -*ico*(*a*) are the only productive diminutives in Spanish and differ only in their choice of consonants: -*t*-, -*ll*- and -*c*-.)

3. In discussing the traditional rules for diminutive formation, I will closely follow the Spanish Royal Academy (1931), where a detailed account of these rules can be found. The Spanish Academy considers that the diminutive consists of four 'augments' (*incrementos*), all having the same rank and importance in the language and all of which can be adjoined to nouns, adjectives or adverbs. These augments are: -*ececito*(*a*), -*ecito*(*a*), -*cito*(*a*) and -*ito*(*a*), the final vowel -*o* representing the masculine ending; the final vowel -*a* representing the feminine ending. The following statements summarize the circumstances under which each one of these augments is used:

Chart I

(1) -*ececito*(*a*): added to monosyllables ending in a vowel (*pie* 'foot' *piececito*).[2]

(2) -*ecito*(*a*) is added to:

- (a) monosyllables ending in a consonant (*pan* 'bread' *panecito*),
- (b) bisyllabic words ending in -*io*, -*ia* or -*ua* (*labio* 'lip' *labiecito*, *bestia* 'beast' *bestiecita*, *lengua* 'tongue' *lengüecita*),
- (c) bisyllabic words ending in -*e* (*baile* 'dance' *bailecito*),[3]
- (d) bisyllabic words ending in -*ío* (*frío* 'cold' *friecito*), and
- (e) bisyllabic words ending in -*o* or -*a* and whose first syllable contains any one of the diphthongs -*ei*-, -*ie*-, or -*ue*- (*reina* 'queen' *reinecita*, *piedra* 'stone' *piedrecita*, *huerta* 'vegetable garden' *huertecita*).[4]

(3) -*cito*(*a*): added to words of two or more syllables ending in -*n* or -*r* (*rincón* 'corner' *rinconcito*, *dolor* 'pain' *dolorcito*).[5]

(4) -ito(a) is added to all other words that can take diminutives.

In the above presentation there is not only much detail that need not appear in a pedagogical grammar, but there are also some factual mistakes, as will be pointed out in the following sections.

4. First of all, the above description of -ecito(a) can be simplified greatly by eliminating those rules that account for only a handful of forms in the language; i.e., (2d), the context -ei- in (2e) and the context -ua in (2b). It is a fact of Spanish that there are not very many bisyllabic formatives ending in -ío or -ua that take a diminutive; also, the diphthong ei is rare in the language.[6] Furthermore, these formatives are sometimes subject, not to the above rule (2), but to rule (4), as in tío 'uncle' tiíto (but not *tiecito), agua 'water' agüita (but not *agüecita).

Moreover, it is questionable as to whether or not (2e), excluding the aforementioned context -ei-, belongs in a pedagogical description at all since the rule seems to be often optional, as is demonstrated by the following: pueblo 'village' pueblito/pueblecito, cuento 'tale' cuentito/cuentecito, viejo 'old man' viejito/viejecito, etc. There are also cases in which the rule does not apply at all, as in the frequently-occurring noun cielo 'sky, heaven' cielito (but not *cielecito). Thus, since diminutives ending in -ito(a) are sometimes the only correct ones, or are often accepted along with the diminutives ending in -ecito(a), it seems advisable to delete statement (2e) from a pedagogical description altogether.

5. In addition to the above, there are aspects of the Spanish Academy's description which are blatantly wrong or unnecessarily complicated. The augment -ececito(a), rule (2c), the correlation between gender and final vowel of diminutives, and the status of the augments in the grammar will be discussed in this section.

The augment -ececito(a) does not have a place along with the other augments, simply because it appears in only one formative, the above mentioned piececito; note that a form such as té 'tea' tecito (but not *tececito) violates rule (1). Actually, the generalization to be captured in this case, absent from the traditional description, is that forms ending in a stressed vowel, regardless of the number of syllables, use -cito(a) in the diminutive, as witness the above mentioned tecito, *ají* 'chili pepper' *ajicito*, *café* 'coffee' *cafecito*, *dominó* 'domino' *dominocito*, etc. The augment -*ececito*(*a*) is then irregular and need not appear in a description dealing with general principles for diminutive formation. Thus, the description need contain only three augments: -*ecito*(*a*), -*cito*(*a*) and -*ito*(*a*).

Turning now to the traditional treatment of bisyllabic words ending in -*e*, the Academy asserts that they are subject to rule (2c) and to an unstated rule of vowel elision; i.e., a form such as *bailecito* derives from *bailɇ+ecito*, the slash indicating the application of the vowel elision rule. However, it is much simpler to say that all these forms use the variant -*cito*(*a*) and not -*ecito*(*a*); that is *bailecito* derives from *baile+cito*. This way we can dispense with the extra rule of vowel elision, while at the same time accounting equally well for the diminutives under consideration. Statement (2c) should then be deleted from (2) and incorporated under (3).

Concerning the relation of gender and the final vowel of diminutives, the traditional characterization that the forms ending in -*o* correspond to the masculine gender, and those ending in -*a*, to the feminine gender, is not totally correct. The statement is true for nouns and adjectives not ending in those vowels; that is, in those cases there is complete correlation between the masculine gender and final vowel -*o* (*el valle* 'valley' *vallecito*), as well as between the feminine gender and the final vowel -*a* (*la calle* 'street' *callecita*). For nouns ending in -*o* or -*a*, the statement is not completely accurate, however. Note, for example, that the diminutive of *el problema* 'problem' is *el problemita*, and that the diminutive of *la foto* 'picture' is *la fotito*, and not **el problemito* and **la fotita*, as the gender of the nouns would predict.[7]

But more importantly, the Academy's notion of gender does not apply at all to adverbs, a category that also accepts diminutives, as the examples *poco* 'little' *poquito*, *arriba* 'above' *arribita*, *detrás* 'behind' *detrasito*, *enfrente* 'in front' *enfrentito*, etc. demonstrate.[8] This means that we can maintain that the final vowel of the diminutive can be predicted on the basis of gender, provided that we do not include in the description any feminine noun ending in -*o* or any masculine noun ending in -*a*, and provided further that no adverbs are included. Since the diminutives that would have to be excluded if these restrictions are obeyed are forms frequently used in the language --*problemita*, *ahorita*, *prontito*, etc.-- the traditional equation that final -*o*=masculine, and final -*a*=feminine should be rejected for diminutives.

Finally, I have argued elsewhere (Rojas (1974)) that the traditional view which states that the augments added to different nouns, adjectives or adverbs all have the same status in the grammar is mistaken. Instead, there is a single underlying form for all of them -- -*ito*(*a*),[9] the various augments being the result of certain rules in the grammar. One can easily see that -*ito*(*a*) is indeed basic because the other augments do contain this formative (-*cito*(*a*) is clearly -*c*+*ito*(*a*), and -*ecito*(*a*), -*ec*+*ito*(*a*)).[10] Moreover, -*ito*(*a*) being used in a greater number of contexts than any of the other augments, the grammar is simplified if the exact contexts in which it is used is not made explicit, as in (4) above. This is an additional justification for the positing of -*ito*(*a*) as the basic form. I thus conclude that -*ito*(*a*) is basic and that the other augments are derived by rule.

6. To summarize the description of diminutive formation presented in this paper, the basic form of the diminutive is -*ito*(*a*). The form -*ita* is used with nouns, adjectives or adverbs ending in -*a*, regardless of gender; and also with feminine nouns or adjectives not ending in -*a* or -*o*. The form -*ito* is used in all other cases.[11]

The rules that account for the variants are the following:

Chart II

(1) Insert -*c*- in front of the diminutive in:
  (a) words of two or more syllables ending in -*n* or -*r*,
  (b) bisyllabic words ending in -*e*, and
  (c) any word ending in a stressed vowel.
(2) Insert -*ec*- in front of the diminutive in:
  (a) monosyllables ending in a consonant, and
  (b) bisyllabic words ending in -*io* or -*ia*.[12]

It is obvious that if neither (1) nor (2) apply, the diminutive is -*ito*(*a*). Also, it should be noted that in front of -*ito*(*a*) and -*ecito*(*a*), the final unstressed vowel of the noun, adjective or adverb is deleted, as can be seen in the diminutives *librito* (from *libr~~o~~*+*ito*), *mesita* (from *mes~~a~~*+*ita*), *labiecito* (from *labi~~o~~*+*ecito*), *noviecita* (from *novi~~a~~*+*ecita*), etc.

7. Thus, I hope that I have been able to show that diminutive formation does obey some general principles, and that it is not, as most textbook writers would like us to believe, a matter of pure arbitrariness. More importantly, I also hope that this presentation has shown that those principles are not so arcane and haphazard that they could not be included in a pedagogical grammar.

Notes

[1] These are Dalbor's rules, p. 580 (my numbering):

(1) The suffixes -*ito* and -*illo* replace the final vowel of many nouns: *libro*-*librito*.

(2) The suffixes -*cito* and -*cillo* are added to two-syllable nouns ending in a vowel: *pobre*-*pobrecito*, *mamá*-*mamacita*. (2a) They are also added to nouns of more than one syllable ending in a consonant: *joven*-*jovencito*. (2b)

(3) The suffixes -*ecito* and -*ecillo* are added to one-syllable nouns ending in a consonant: *voz*-*vocecita*. (3a) The suffix -*ecito* also replaces the final vowel in two-syllable nouns containing a diphthong: *pueblo*-*pueblecito*. (3b)

Statement (3a) is the only correct one. Statement (1), besides being vague ('many nouns'), is in conflict with (2): *libro* as a two-syllable noun ending in a vowel is subject to rule (2); *pobre*, on the other hand, could be subject to (1). Statement (2b) should not read 'ending in a consonant', but 'ending in -*n* or -*r* (cf. *hotel* 'hotel' *hotelito*, but not **hotelcito* as Dalbor's rule (2b) predicts). Statement (3b) does not apply to any diphthong (cf. *viuda* 'widow' *viudita*, but not **viudecita*), but to some specific diphthongs, as can be seen in Chart I, rule (2e), in the main body of this paper.

[2] Throughout the paper, diminutives will be listed this way: 1) the noun, adjective or adverb from which they derive; 2) the gloss of that noun, adjective or adverb; 3) the diminutive itself.

[3] Ramsey (1956), where a good traditional account of diminutive formation can also be found, incorrectly states that this rule applies to polysyllabic words; cf. *padre* 'father' *padrecito*, as opposed to *compa-*

dre 'godfather' _compadrito_, but not *_compadrecito_.

[4] Two conditions are needed for this rule to apply: the specific diphthong of the first syllable, and the final vowel. Ramsey (1956) does mention both, but the Spanish Academy mentions only the first. Forms such as _cuestión_ 'matter, question' _cuestioncita_, but not *_cuestionecita_, show that both conditions need to be mentioned in the rule.

[5] This statement is found in Ramsey (1956). The Spanish Academy maintains that final -_n_ and -_r_ behave differently; if the formative ending in these consonants is stressed in the last syllable, -_cito_ is used; if the formative is stressed in the penultimate syllable, formatives ending in -_n_ use -_cito_, those ending in -_r_ use -_ito_, which is incorrect (cf. _dólar_ 'dollar' _dolarcito_, but not *_dolarito_).

[6] Harris (1969), p. 83, discussing different phenomena, reaches the same conclusion that the diphthong _ei_ should be considered exceptional in Spanish.

[7] The only partial exception to this generalization is the noun _la_ _mano_ 'hand' which, according to the dialect, allows both _la_ _manito_ (which obeys the rule) and _la_ _manita_ (which violates the rule) as diminutives.

[8] Beside these three grammatical categories, some present participles can also take diminutives; e.g., _callando_ 'being silent' _callandito_, _corriendo_ 'running' _corriendito_. Since these diminutive formations are rare, and completely absent from some dialects, I have not considered them in this paper.

[9] Actually, in Rojas (1974) the base form of the diminutive is neither -_ito_ nor -_ita_, but -_it_- followed by a morphological marking which is later spelled out as -_o_ or -_a_. These details, however, need not be incorporated into a pedagogical grammar.

[10] The fact that -_ecito_(_a_) could also be segmented into -_e_+_c_+_ito_(_a_) has no bearing on the argument.

[11] I have not included examples in this section since they can be found in the Appendix.

[12] Given the fact that there are not very many words falling into this category, it could be deleted from the description. It is included here

because there are practically no exceptions to this rule, contrary to what was the case with the contexts discussed in section 4 above.

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Appendix

Diminutive Formation

The basic diminutive forms in Spanish are -*ito* and -*ita*. These endings can be added to nouns, adjectives or adverbs:

Noun:	*el hotel* 'hotel'	*el hotelito*
Adjective:	*igual* (m) 'equal'	*igualito*
Adjective:	*igual* (f) 'equal'	*igualita*
Adverb:	*pronto* 'soon'	*prontito*

I. Selection of -*ito* or -*ita*.

A. -*ita* is used:

1. In words ending in -*a*, regardless of gender:

la mesa 'table'	*la mesita*
el problema 'problem'	*el problemita*
ahora 'now'	*ahorita*

2. In feminine nouns not ending in -*a* or -*o*:

Inés 'Inez'	*Inesita*
la nariz 'nose'	*la naricita*

B. -*ito* is used in all other cases:

el animal 'animal'	*el animalito*
el libro 'book'	*el librito*
la foto 'picture'	*la fotito*
enfrente 'in front'	*enfrentito*

Remark: The noun *la mano* 'hand' has the diminutive *la manito* as well as *la manita*. In general, *la manito* is more common in Latin America; *la manita*, in Spain.

II. Rules for diminutive formation.

1. -*c*- is inserted before -*ito* or -*ita* in:

(a) two-syllable words ending in -*e*:

el bote 'boat'	*el botecito*
la calle 'street'	*la callecita*

(b) words with two or more syllables ending in -*n* or -*r*:

el rincón 'corner'	*el rinconcito*
la pensión 'pension'	*la pensioncita*
regular (m) 'regular'	*regularcito*
regular (f) 'regular'	*regularcita*

(c) all words ending in a stressed vowel:

el té 'tea'	*el tecito*
el ají 'chili pepper'	*el ajicito*

2. -*ec*- is inserted before -*ito* or -*ita* in:

(a) one-syllable words ending in a consonant:

la voz 'voice'	*la vocecita*

(b) two-syllable words ending in -*io* or -*ia*:

el patio 'yard'	*el patiecito*
la novia 'bride'	*la noviecita*

3. In all other cases the basic forms -*ito* and -*ita* are used:

el animal 'animal'	*el animalito*
el libro 'book'	*el librito*
el problema 'problem'	*el problemita*
la mesa 'table'	*la mesita*
la foto 'picture'	*la fotito*
pronto 'soon'	*prontito*

Remarks:

(1) Note that if the noun, adjective or adverb ends in a vowel, this final vowel drops in front of -*ito*(*a*) and -*ecito*(*a*):

librito	(from *libr~~o~~* +*ito*)
mesita	(from *mes~~a~~* +*ita*)
patiecito	(from *pati~~o~~* +*ecito*)

(2) The familiar orthographic changes, that is, *c* becomes *qu*, *g* becomes *gu* and *z* becomes *c* in front of *i* or *e* (as in the following Present Indicative/ Present Subjunctive forms: *yo busco*/ *yo busque*, *yo pago*/ *yo pague* and *yo cruzo*/ *yo cruce*), also apply to diminutives:

blanco (m) 'white'	*blanquito*
el lago 'lake'	*el laguito*
la nariz 'nose'	*la naricita*

(3) The diminutives ending in -*ito*(*a*) are the most widely used in the Spanish-speaking world. However, diminutives ending in -*illo*(*a*) and -*ico*(*a*) are also used. These forms are subject to the same rules of the insertion of -*c*-and -*ec*- that apply to diminutives ending in -*ito*(*a*):

la canción 'song'	*la cancioncilla*
el pez 'fish'	*el pececillo*
la nube 'cloud'	*la nubecilla*
la carta 'letter'	*la cartica*
el momento 'moment'	*el momentico*

Sample Exercises:

I. Supply the correct final vowel -*o* or -*a*: (Written)

autit__	(*el auto* 'car')
motit__	(*la moto* 'motorcycle')
dientecit__	(*el diente* 'tooth')
enfrentit__	(*enfrente* 'across')
lucecit__	(*la luz* 'light')
telegramit__	(*el telegrama* 'telegram')

(...)

II. Supply the corresponding diminutive: (Oral and/or written) *la cabeza* 'head'/ *la calle* 'street'/ *el corazón* 'heart'/ *ahora* 'now'/ *el árbol* 'tree'/ *el café* 'coffee'/ (...)

III. Supply the words from which the following diminutives are derived: (Oral and/or written)
caballito/ *ojitos*/ *hotelito*/ *blanquitas*/ *noviecita*/ *hasta lueguito*/ (...)

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INDIVIDUALIZING AT THE UNIVERSITY LEVEL: PROS AND CONS, ACHES AND PAINS

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A. Introduction

"Individualization," it has been pointed out, has, and undoubtedly should have, different meanings for each of us. In this paper I will report briefly on the program I have instituted at the University of Montana, will describe in a general way the learning packets we are using, and will mention advantages and disadvantages as my students and I see them.

B. The Program

In the summer of 1972 I decided to try to introduce some aspects of an individualized program into my second year French class. My first interest was to make it possible for my students to learn the material at varying rates of speed. Since my course was one section of a multiple section course, and since it is by definition an active skills course, I did not desire to vary drastically the general goals of the course, or the methods of achieving them, but to maintain the possibility for students who worked at average pace to transfer out at the end of a quarter and to allow other students to transfer in. The content of the course was subject to variation, and indeed, during the time the program has been in effect, we have developed several alternative packets to be substituted for packets in the basic program.

Within the structure of the University grading system, given the limitations of the course goals and using the same text as other sections, with limited resources (we were able to schedule the class in a language laboratory which also had tables and student desks), with limited time for curriculum development (two graduate assistants and I developed the program, working madly to keep ahead of our fastest students, while carrying a full load of other classes), we proceeded to develop curriculum packets, with individualized pacing as our first concern.

Class periods were used to enhance audio-lingual skills; most written work was considered as an out-of-class assignment. In order to allow students to work in small groups with group leaders, I arranged for majors in French who take a course in Education for which they normally tutor in secondary schools, to come into our class three days per week. In addition, I have been able from time to time to use the assistance of a graduate student as an adjunct to directed readings in language teaching methodology.

Each learning packet is designed to be completed in approximately five to six class periods; the general format of the packets is as follows:

1. Learning Objectives --the five to ten main concerns of each packet. A student can take a quick glance through the learning objectives and see clearly and comprehensively what he will accomplish in working through the packet. Each objective is composed of four essential parts: 1) the purpose of the objective, ("to be able to form the conversational past tense of all verbs in French"), 2) the terminal behavior expected ("written and oral mastery of past tense formation"), 3) the conditions under which the terminal behavior will be performed ("complete a sentence by inserting the verb; change tenses of verbs given either orally or in writing with automaticity"), and 4) the criteria used in evaluating the behavior ("written: 85% correct; oral: correct usage without hesitation").[1]
2. Activities Map --a listing in detail of the steps to follow in order to achieve the objectives. The learning objectives are listed down the left-hand side of the sheet, with the corresponding activities on the right. The student works his way through the objectives, checking them off as he successfully completes them. The activities include such directives as tapes to listen to, drills to practice in group or with another student, written work to do and hand in, self-tests to take and correct, etc.
3. Self-Tests --corresponding to each learning objective is a self-test for the student to take when he has finished the activities for the objective. If he achieves the established criterion, he continues on to the following objective. If he fails to achieve criterion, he re-studies the objective. Any particular objective can be bypassed if a student can perform acceptably on the self-test whether or not he has completed the learning activities.

4. Preparation Test --after the learning activities are completed and the self-tests passed, the student takes a test on the entire packet in preparation for the final exam. After achieving the stated criterion (usually 85%) he continues on to the final test.
5. Final Test --taken as the final indication of a student's achievements for a packet. Contains emphasis on reading and writing skills in addition to the cultural, literary and linguistic content of the packet.
6. Conversation-Pronunciation Test --this is a personal interview with me, scheduled at the convenience of the student. The examination is conducted entirely in French and covers the content of the packet; there are pronunciation exercises and reactions to questions or cues requiring performance in French concerning the material covered. There is also a chance for the student to express his own ideas about the reading in the packet without interruption or correction.
7. Progress Chart --the tally sheet which the student fills out as he progresses, marking the date and grade for each activity. When the packet is completed, the progress chart is placed on top and the entire packet is submitted for approval.

C. Student Reaction

Student reaction to the program has varied from wholehearted endorsement to complaints because they have no one to "push" them to do their homework every night. Upon successful completion of the 14th packet, that is two-thirds through the course, a rather comprehensive evaluation form is included for students to fill out and to expand upon; students were asked to compare this program as fairly as they could with other foreign language classes they had taken. Responses to some of the questions asked include the following:

	Yes	Same	No	Unsure
1. Learned more French				
1973-74	64%	9%	--	27%
1972-73	94%	6%	--	--
2. Learned more thoroughly				
1973-74	73%	--	9%	18%
1972-73	88%	12%	--	--
3. Spent more time				
1973-74	82%	9%	--	9%
1972-73	82%	6%	12%	--

	Yes	Same	No	Unsure
4. Received more individual help				
1973-74	64%	--	18%	18%
1972-73	70%	12%	12%	6%

In addition, the students were asked to indicate the one aspect of the program they liked best and the one aspect they liked least. The aspects that students like best are: 1) the freedom, flexibility of the individualized pace; in addition to this such things as friendship, informal atmosphere, development of self-discipline, were mentioned; 2) the possibility of specific help on problems when they arise; 3) flexibility of testing, that is being able to take a test more or less exactly when one is ready for it; 4) competing only with oneself, as one student put it, "not being put on the spot daily and publicly compared with one's peers"; 5) several students felt that they learned more and remembered it better.

There seems to be very little agreement among students as to what they like least about the program, with the exception of: 1) fairly frequent complaints about the in-class work groups. Some students do not like to drill in groups; some seem to dislike working with majors who are near their own age. We have attempted numerous structures for the class group setup and are still varying it in order to respond to student needs as the students and their needs vary. Other comments are: 2) the problem of dropping behind the average pace, the need for more pressure (one student said "not enough terror"); 3) repetition within packets; 4) conversation tests; 5) no complaint; 6) compositions; 7) scheduling examinations.

D. Teacher Reaction

The advantages I see are several:

1. The teacher is forced to outline for the class and for himself what his goals, both long-range and immediate, are.
2. The teacher is forced to cease to attempt the role of supreme being in the classroom and to focus on each student as a person and on his learning needs. This "comedown" has many good side effects; we see how little some students really need us, and consequently cease to take credit for what we do not do. We also gain the perspective to see just where our own efforts are most needed and can expend them appropriately. We take our much more realistic role as diagnos-

tician of learning difficulties and counselor in overcoming problems.

3. This approach loosens up the whole classroom atmosphere--forces the students out of "sitting in rows," behaving in a totally predictable, often artificial manner. This in itself can encourage creative thinking on the part of everyone concerned.

4. Supplementing the textbook is a much easier and less-questioned task. I wrote specific lessons and worksheets on the sound system (phonemic transcription, etc.) into the packets. Often phonetic transcription receives resistance from students, but in this learning context there was generally good acceptance.

5. A student who progresses well can accomplish more; the fast student can move ahead. One of my students accomplished four quarters' work in three quarters. Students can also work ahead in French, early in the quarter, let up to emphasize other courses during midterm period, then finish their French in time to prepare for final exams in other courses. This kind of flexibility induced into the student's schedule can result in markedly better work and, in my opinion, is an entirely justifiable aim of the program.

6. The student is involved in his own educational development. He makes choices constantly as to what to study, when to study, how and for how long. If he doesn't like the prescribed course of study he has the option of : a) altering it; b) choosing an alternative packet if available; or c) constructing his own packet. Some students have made their own packets which I then correct, duplicate, and use as future alternative packets. The ultimate responsibility of learning is placed squarely on the shoulders of the student, where it has always been, but where both students and teachers have not always seen it to be.

7. There is a distinct advantage for the student assistant who plans to teach, in that he gains valuable experience in teaching situations in microcosm. One student who assisted me last year, after student teaching this winter quarter, reported that the experience of having already met many of the problems of teaching, even though with an older than secondary age group and a smaller group than a secondary class, relieved her of many anxieties as she stood before her high school class. This is a manner of giving a prospec-

tive teacher some in-class experience relatively early in his career, and allowing him to "break in" gradually, with the always present help and support of an experienced professor.

The disadvantages, while not so numerous, are very real; I perceive them as follows:

1. Keeping students up to minimal pace. Students tend to react to pressures and in this respect a "create-your-own-pressure" program has difficulty competing for time with a math mid-term tomorrow at 9:00 a.m. Needless to say, many students have to work very hard and fast during the last few weeks to finish on time. Some students seem to prefer to be pushed, to sit in rows, and to recite word by word from memorization, and resent accepting the responsibility, as it were, for their own education. One of the most difficult, and yet one of the most crucial tasks of a university teacher is to inspire students to cease to think of themselves as components of a system, who take x number of courses, upon the completion of which they consider themselves educated, and to firmly grasp their situation, to take their education into their own hands and use the resources of a university to their own fullest personal advantage.
2. Coping with students who fall drastically behind minimal pace. These students often are what I consider casualties of a lock-step system, and they can often learn the material adequately going at a much slower than average pace. The problem here is one of finding time to deal with each of them. One of my students took three quarters to complete one quarter's work, and two students took two quarters to complete one quarter's work, but it is a time-consuming process on the part of the teacher.
3. The amount of time necessary to do all the grading, counseling, and oral testing is overwhelming. If more than one professor were involved this would help; as it is this is one of my primary concerns for revision of the program.

E. Conclusions

I still like the concept of individualization; during the past two years, in spite of the hard work, the gropings, disillusions, and complaints, I have never ceased to admire the ideals of an individualized classroom--the removing of every obstacle standing in the way of a student's learning what he most wants and needs to learn at a given moment and concentrating on that one particular goal. I believe that individualization of instruction can offer concepts to even the most adamant lock-step adherent and that many of the techniques of a lock-step class can be put to good use in an individualized classroom. My suggestion is to individualize little by little, establish the framework for an easy flow toward complete individualization with the provision retained for moving back toward a more lock-step class organization, when necessary, remembering that not only are students very different, but that classes also differ drastically, and that the genuinely innovative teacher is always in quest of the "ideal" method or approach to the teaching-learning situation.

Notes

[1] I have followed the outline given by Valette and Disick in constructing performance objectives.
Rebecca M. Valette and Renée S. Disick, Modern Language Performance Objectives and Individualization (New York: Harcourt, Brace, Jovanovich, Inc., 1972).

Appendix A

FRENCH 201

Lesson II - Part I - Learning Objectives (Packet 1)

I Vocabulary

Master the vocabulaire actif for fluent conversational use. Be able to use each new term in a meaningful context in conversation. Be able to insert the vocabulary term from vocabulaire actif into a sentence to complete the meaning of the sentence. Given a list of new terms and a group of incomplete sentences on an exam, you should be able to complete the sentence by choosing from the list of terms that term which is needed. 90% accuracy.

II Reading, Comprehension and Conversation

To show your reading comprehension of the excerpt Irène be able to answer the questions following the reading. Be able to discuss in correct French the questions à discuter.

III Composition

Be able to compose an essay about Irène following the questions given in a composition guidée.

IV **First Group Verbs**

Be able to write the first group verbs (including those with stem changes, e.g., nettoyer). 90% accuracy.
In order to show conversation skills with the present tense of the first group verbs in P-1, you should be able to answer oral questions. You will be evaluated on promptness of response, correct verb choice, etc.

V **Direct Object Pronouns**

Be able to replace object nouns with object pronouns in written and oral French. Be able to use the pronoun le when it replaces a phrase; you should be able to answer both negatively and affirmatively sentences patterned after the following example. Criterion: 90% accuracy.

Penses-tu que Jeanne accepte l'invitation?
Oui, je le pense.
Non, je ne le pense pas.

VI **Phonemic Writing**

In order to improve pronunciation accuracy and to grasp the spelling-sound relationships in French words, you should be able to write the verbs which are presented in the text in gray blocked-out sections in phonemic script as shown in the test. You will be asked to write several verbs from Lesson I, Part I in phonemic script. Your guide for this exercise should be the text's presentation of verbs in phonemic script.

FRENCH 201

Lesson I - Part 1 - Activities Map (Packet 1)

Learning Objective	Learning Activities
I Vocabulary (oral)	Tape 1A (vocabulary and exercises). Drill in pairs: A,E,F,H p. 7 (text). Make a copy of this tape to be corrected: put the labeled tape in the lower left drawer of the console.
Vocabulary (written)	Study vocabulaire actif pp. 5-6 (text). Write out any 4 of exercises pp. 7-8 (text); p. 1 (workbook). Correct these exercises and keep them in your packet.
Self-Test No. 1	
II Reading Comprehension	Read Irène. Answer questions p. 5 (workbook). Answer questions p. 11 (text). Correct and keep in packet. Workbook (WB) can be corrected by comparing with corrected copy in the closet of LA 342.
Conversation	Tape 1B (Irène). Questions à discuter p. 11 (text). Discuss in groups questions p. 5 (workbook). Discuss

		and answer in groups. Group discussions of excerpt.
		Self-test No. 2
II	Composition guidée (written)	Guided by questions p. 12 (text). Put your composition in devoirs à être corrigés box in the closet.
IV	First group verbs (written)	Write out these exercises: I, II, IV, V, pp. 14-15 (text); I, II, IV, pp. 16-17 (text); I, p. 18 (text); I, p. 21 (text); I-IV, pp. 1-3 (workbook); VII, pp. 4-5 (workbook). Correct and keep in packet.
	First group verbs (oral)	Do these exercises orally either with others in class or on the tape or preferably, both: Tapes IB, 2A, 2B; III, V, pp. 14-15; II, p. 16; III, p. 18; III, IV, p. 19; IV, p. 21.
		Self-test No. 3
V	Direct Object Pronouns	Write out I, p. 23; WB V, VI, p. 3-4; II-III, p. 24; VI p. 24 drill orally. Tapes 2B-3A, I, p. 23; IV, V, p. 24. Record & hand in tape 2B. WB VI, p. 4, VI, p. 24.
		Self-test No. 4
VI	Phonemics	Study carefully all gray-blocked sections of verb conjugation and practice the different sounds orally.
		Preparation Test
		After achieving criteria on the Prep-test and the Packet test, submit your total packet for approval. Put the Progress Chart on top and the exercises, self-tests, compositions, and tests in the order listed. You must have P-1 approved before you can receive P-3.

ED102841

FL006694

STRUCTURING A FOREIGN LANGUAGE METHODS COURSE

Svein Øksenholt

Eastern Montana College

The following thoughts on the anatomy of a foreign language methods course are predicated on the conviction that various (recent) articles dealing with the methodology of a foreign language methods course are not of sufficient simplicity to be useful to the practitioners who need *practical* suggestions the most--our colleagues in those colleges (and even some universities) where the instructors may have had little or no academic introduction to foreign language education. Even our more prestigious writers may not necessarily have screened the impact that a possible acceptance of the principles of *their* methods course could have on other institutions of higher learning engaged in the training of foreign language teachers.[1]

The need for STANDARDIZATION of an academic course content (to assist the instructor in the measurement of his designated learning goals) has furthermore been given only scant attention. While I do not of course claim any particular celestial insight into the teaching-learning process, a careful reading of the literature on foreign language methodology suggests to me that *a more skeletal delineation of what at least one instructor actually does* in his methods course should be presented to a broader section of the foreign language methods instructors for their critical evaluation. Although theoretical considerations are fundamental to progress in any educational endeavor,[2] the total absence of *complete* samples of semester tests, their evaluation, *complete* course plans, rationale of course administration, and of library utilization in the research literature on the subject of foreign language methodology is puzzling--even disturbing indeed. Our discipline still suffers it seems from a Pavlovian reflex involution, viz., "...that is not the way I would do it..." rather than encouraging a dialog as to why a particular method or teaching technique is used. The advent of instructional accountability will (hopefully) wake us up from our dogmatic (better: schizophrenic?) slumber.[3]

Lesson Plan: Student

The catalog description of our methods course at Eastern Montana

College reads:

> "Ed 428 The Teaching of Foreign Languages in the Secondary School. 3 cr. Prerequisite: Major or minor in a foreign language. Presents classroom procedures, evaluation of foreign language performance objectives, testing in foreign languages, theories of foreign language learning, preparation of a micro-teaching module, introduction to a professional use of the language laboratory. (G)."

I shall now sketch very briefly what I do in the course so that other instructors may be assisted in palpating the woof of the fabric of their own course content--and while doing so they may indeed reach the conclusion that their own course momentum should not be altered at all.

A lesson plan can, of course, take many shapes and forms, and the following format as used in the fall quarter (1973) in the Ed 428 class (initially with sixteen students) is no exception.

Lesson Plan: Instructor

I. Outline of Course

II. Characteristic Features

  A. Self-motivating

    1. Tests proctored when a student is ready
    2. Reading report system as useful to students as they make it
    3. Study aids useful to students only if they want to make them so

  B. Deadlines

    1. Each part of the course must be completed by a certain date
    2. Everything can be completed earlier if the students want to

III. Innovations

  A. Micromodules

    1. Audio recordings
    2. Video recordings
    3. Both modules played back for student teacher evaluation

  B. Resource Personnel

    1. Officer, Placement Office, EMC
    2. Principal, local Billings or neighboring high schools
    3. Librarians, EMC
    4. Staff, School of Education, EMC, behavioral objectives specialist

  C. Few Lectures--Stress on Student Discussion of Materials Read

- D. Much Instructor-Student Interaction when Class is not in Session

IV. Instructional Applicability

- A. Basic characteristics of the language laboratory are stressed--same essential features as in any other up-to-date laboratory
- B. Texts Used as Handbooks
  1. Easy to find information
  2. Practical examples given throughout the course
- C. All Study Aids Deal with Current Ideas
- D. Student Presentations
  1. Teaching modules (reference: A-LM, rev. ed.)
     a. Can be given in a regular college class (first year) or in the methods course classroom
     b. Concentrates on the ability of the student to prepare and present lesson materials
  2. Reading reports
     a. Given in the methods course classroom
     b. Concentrates on ORAL confidence of the student

V. Current Materials

- A. Texts[4]
  1. R. M. Valette: Modern Language Testing, 1967
  2. E. D. Allen and R. M. Valette: Modern Language Classroom Techniques, 1972
  3. R. M. Valette and R. S. Disick: Modern Language Performance Objectives and Individualization, 1972
- B. Audio Tapes
  1. Why Study a Foreign Language?
  2. Short Wave Listening
  3. A Word in your Ear: A Study in Language
  4. A Basic Reference Shelf on Learning Theory
- C. Reading Reports--10 required in each area--and worth 10 points each (total: 200 points)
  1. Books--no more than six years old, except in the case of a special student request (two should be secondary texts--Topic: How to make up a lesson plan)
  2. Magazines--no more than three years old
  3. ERIC System--one report required--two more recommended
- D. Language Laboratory, constructed in 1970 (Cf. AALD Journal, December, 1971, 41-44).

VI. Testing Pattern

- A. Time
  1. Appointments are made at the convenience of the students
  2. Deadline set to have all tests completed

- B. Type--objective
    - 1. Sample test given as study aid
    - 2. Practice test given on testing book
    - 3. Multiple choice and true-false items
- C. Each test worth 100 points (total: 300 points)
- D. Tests administered
- E. Tests corrected on the same day as taken for immediate feedback to the student

VII. Language Laboratory Practicum

- A. Practice sessions
    - 1. One hour per week required
    - 2. Under the direction of the Audio-Lingual Program Center Director or myself
- B. Quarter deadline for the practicum test
- C. Test grades on a pass/fail basis (adhering to the pattern of grading used in the student teaching assignment in the School of Education)
- D. Test
    - 1. Appointment made with the instructor
    - 2. Tests ability to operate an audio-lingual program center (language laboratory)[5]
    - 3. Test is taped so that all responses may be played back again by either student or instructor.

VIII. Student Feedback

IX. Rationale

September 26, 1973
Phone 657-2232
Assignment Schedule
for Ed 428-1
11:10 a.m., MWF
LA 728 (and 709)

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Department of Languages
Eastern Montana College
Fall Quarter, 1973

Office - LA 719*
M____________
T____________
W____________
Th____________
F____________

Week	Date	Objectives	Techniques	Testing
1	Sept. 26-28	1-2**	1-2**	I,II**
2	Oct. 1 - 5	3-4	3-4	III,IV
3	Oct. 8 - 12	5-6	5-6	V,VI
4	Oct.15 - 19	7-8	7-8	VII,VIII
5	Oct.22 - 26	9-10	9-10	IX,Appendix
6	Oct.29 - Nov.2	11-12	11-12	
	Nov. 5 - 9	13-14	pp. 275-306	
8	Nov.12 - 16	15-to p.261		
9	Nov.19 - 20			
10	Nov.26 - 30			
11	Dec. 3 - 7			
12	Dec.10 - 12			

Notes:

1. The tests on Valette & Disick, Allen & Valette, and Valette may be taken anytime PRIOR TO December 7
2. FINAL Reading Reports due on November 30.
3. Supervised Practicum (in LA 709) October 29 - November 30. Practicum TESTS December 3 - 7.
4. All micro-teaching modules to be completed by December 7.
5. No School - October 8, 22, November 21 - 23.
6. Evaluation December 10 - 12.

No Quiz dates are announced!

**Chapters

*Additional office hours by appointment, of course.

Grading:

95% - 100% of total score -- A
86% - 94% of total score -- B
70% - 85% of total score -- C
60% - 69% of total score -- D

Instructor: Øksenholt

Rationale

During the first hour of class instruction the students are introduced to the administrative route that the class will follow. I also elaborate on the reasons for requiring reading reports from ten _different_ book authors and ten _different_ journal writers--with a total reading exposure to at least twenty contemporary experts in foreign language education. At no time will a student be graded solely in terms of my own notions of what constitutes "good or bad" instruction. Since all three of our textbooks are pre-programmed for testing purposes, the "age" requirement of the reading reports makes sense to our students because they are desirous indeed to verify (or challenge!) the postulates of our textbook authors.

The second class period is spent in the library where an expert on the use of the ERIC system introduces our group to this system's professional utilization.

Study Aids

The _Study Aids_ system represents a synoptic approach to areas relevant to foreign language education--gleaned from books, articles or speeches that have made a special point in a particular field of pedagogical inquiry. Some of the aids (they are of course modified from year to year) may even be digests from entire books. By using this system a student is introduced to a broader spectrum of thought that can save him much time as he begins working on the various practical mini-assignments that are strategically distributed throughout the course. How does a student, for example, make a professional tape recording? Can he make one without having learned how to make up a pattern drill? A lesson plan?

Audio-Video Modules

The video recording of the _final_ presentation by each student is evaluated for both audio and video characteristics. While it is very time-consuming to replay each video recording and discuss its content in detail with each student at his own convenience, the time and effort applied to this instructional module is repaid manifold. The consistently positive feedback from students (some of whom have even brought their boy/girl friend, husband/wife, and even their children to "admire" the playback of their "performance") has convinced me that this tool ought to acquire a more comprehensive use in our total teacher training program.[6]

Testing

Nowhere does the lack of professional preparation on the part of many a college foreign language methods instructor show up more grotesquely than it does in the structure of the "tests" given to verify comprehension and/or mastery of course content. A course in educational measurement should be required of every college instructor--should it not? To demand less prostitutes the entire teaching-learning process. An instructor does not have to have taught for a long time to realize that students need to know how he, the instructor, structures his testing program. For this empirical reason, then, I provide the students with a sample test so that they become acquainted with my testing pattern, and I also supply them with an actual test (last year's) on one of the textbooks. When the students sign up for the three required tests, they are intimately familiar with the anatomy of my testing pattern. I would even venture a guess that the success or failure of a student will be directly proportional to the seriousness with which the teacher performs these introductory testing steps.

Practicum

Each student is handed appropriate Study Aids outlining what is expected of him at the end of the course. Since the students come to the laboratory once a week at various hours, individual attention is given to each student as he is introduced to the professional operation of the audio-lingual program center.

Sample Reading Report

Name: Stoddard	Department of Languages	Report No. 6
	Eastern Montana College	Date: Nov. 6, 1973

Topic: Writing in Language Learning

READING REPORT FOR EDUCATION 428

The Teaching of Foreign Languages in the Secondary School

Name of Author: Robert Lado

Name of Book: *Language Teaching: A Scientific Approach*

Place of Publication: New York, San Francisco Specific Pagination: 143-148

Title of Chapter: "Writing"

Date: 1964 Call No.: Curr. Library

Summary (typed - use other side if necessary):

In summarizing the role of writing in language learning, the author divided the chapter into two parts. The first part of the chapter dealt with learning how to write a language in which the letters involved are not familiar to the student. The second part dealt with writing after the graphic symbols had been learned.

The learning of the graphic symbols was further subdivided into prewriting, copying the symbols, learning the basic strokes, and learning the styles and contrasts of the letters. A method for practice is the copying of an exercise. The drawback to this method is the monotony involved after so much copying.

After the initial learning of the symbols, the student should be able to either take dictation, or transcribe his own thoughts in the language being learned. In writing a composition, topics, points of view, style conventions, and clarity and effectiveness were also summarized in this article.

Evaluation: (do not write in this space) (use back side if necessary)

Instructor: Øksenholt Grade: 10

List of Study Aids

1. **Prediction of Success in Foreign Language Study**, Modern Language Journal.
2. Overhead Projector, Sister M. Madalena.
3. The Use of Scheduled Television, Videotapes, and Films for Foreign Language Instruction, Massachusetts Newsletter.
4. Worksheet: A Practicum in the Operation and Administration of the Language Laboratory.
5. "English" Arizona Foreign Language Teachers' FORUM.
6. Das Dartmouther Joken.
7. LA CUISINE A LA FRANCAISE.
8. Procedures for using FL Films for FL Instruction, Minnesota Language Bulletin.
9. Table of Consonants.
10. Worksheet: Station Log.
11. Statistical Terminology.
12. Recording Sequence.
13. Sources of Information on Study, Travel, and Work Abroad for Students and Teachers.
14. Characteristics of Good Pattern Drills.
15. First Year College German Final Exam.

16. Constructing Taped Drills.
17. Foreign Language Film Evaluation Form.
18. Film Care.
19. "English" by Richard N. Krogh.
20. Telex Series 235 Operating Instructions.
21. Worksheet: Leader Tape and Tracks.
22. The Language Laboratory Assistant.
23. Worksheet: Duties of the Language Laboratory Assistant.
24. Worksheet: Laboratory Terms.
25. Advice to the Language Learner, Modern Language Association.
26. Sample Test.
27. Criteria for the Evaluation of Teaching Materials.
28. Developing a Unit of Foreign Language Instruction.
29. Language Learning Rules, Mario Pei.
30. Worksheet: Phonemes and Morphemes.
31. 101 Recording Terms, 3M Company.
32. A-LM Publications.
33. Master Teacher Tips.
34. Montana Teacher Contract.
35. Criteria for the Evaluation of Teaching Materials.
36. Worksheet: Foreign Language Instructor's Professional Obligations.
37. Definition of Individualized Instruction, Howard B. [illegible]man.
38. Worksheet: Characteristics of a Good Lesson Plan.
39. Thoughts to Ponder.
40. Pupil Report Form.
41. Worksheet: List Representative Methodology Texts.
42. Answer Sheet.
43. Guidelines for Good Classroom Control, Keith D. Crosbie.
44. Guidelines for Effective Language Teaching.
45. Sample Reading Report.
46. Instructional Objectives for Modern Foreign Languages.
47. General Methodology, Michael J. Bakalis.
48. Suggested Goals for Foreign Language Programs.
49. Suggestion for Explanations to be Given During the First Day's Class in Level I.
50. Tips for the Cooperating Teacher by Barbara Elling.
51. Hints for the Student Teacher.
52. Attributes of a Creative Teacher.
53. The Creative Teacher of Modern Foreign Languages, R. J. Ludwig.
54. What is a Professional? Roy Tinsley.
55. Practicum.
56. Suggestive Guide for Language Laboratory Check-Out Sheet.
57. Specific Advantages of A Foreign Language Laboratory.

Sample Study Aid

Instructor: Øksenholt Department of Languages Name____________
Date:________________ Eastern Montana College Class:___________

Study Aid No. ____

A PRACTICUM IN THE OPERATION AND ADMINISTRATION OF THE AUDIO-LINGUAL PROGRAM CENTER

1. Scheduling:____________________
2. Supervision:____________________
3. Budget:____________________
4. Visitors:____________________
5. How to splice:____________________
6. How to dub:____________________
7. How to monitor short wave broadcasts:____________
8. How to make a master tape:________________
9. Tape library:____________________
10. Earphones:____________________
11. Student microphones:__________________
12. Student booths:____________________
13. Student recorders:__________________
14. The master console:__________________
15. Audio wiring:____________________
16. Duplication of master tapes:________________
17. Lab mischiefs:____________________
18. Open:____________________
19. ________________________
20. ________________________

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Sample Test

Instructor: Øksenholt   Department of Languages   Name:______________

Date:________________   Eastern Montana College   Class:______________

Stack: THE LANGUAGE LABORATORY

Rank____________________ Total Score____________________ Test No.__________
100

PLACE A + SIGN BEFORE EACH TRUE STATEMENT. USE THE "O" SYMBOL TO DENOTE THE FALSE STATEMENT.

_____ 1. There are four main ways of using the language laboratory, viz.: The broadcast system, the library system, the combination system, and the isolation system. p. 4.

_____ 2. Students using the broadcast system can stop their tapes, rewind, and re-hear any portion of the drill. p. 6

_____ 3. A principle of machine teaching is that no error should go uncorrected, and that if a student errs in any response he should backtrack and try it again before proceeding. p. 6

_____ 4. A combination laboratory is a library-type laboratory having a small number of fully equipped broadcast booths. p. 9

_____ 5. A built-in system of signals that does attract the teacher's attention is the annunciatory system. p. 15

_____ 6. In the remote library type system, the student does not have control of the tape start and stop. p. 16

_____ 7. The dial laboratory is a conventional laboratory of the broadcast type. p. 19

_____ 8. The mobile laboratory is designed for use within a single building. p. 19

_____ 9. If the library system is selected, a choice must be made between "audio-active" and "audio-active-control." p. 21

_____10. The best size for a conventional laboratory is one that will accommodate the median of the language classes in the school p. 24

_____11. Professor Stack advocates placing the teacher's console on a platform at the rear of the laboratory. p. 28

_____12. An intercom between the studio and the instrument room is necessary. p. 32

_____13. Air-conditioning is not essential for the language laboratory p. 34

_____14. The front panel of a booth should rise well above the student's eye-level. p. 34

_____15. Recording on magnetic tape is the second-most accurate means of reproducing sounds. p. 38

_____16. Acetate tape will stretch longer than polyester tape before it breaks. p. 39

(etc.)

Sample Practice Test

Instructor: Øksenholt   Department of Languages   Name:______________
Date:______________   Eastern Montana College   Class: Ed 428

Rebecca M. Valette
Modern Language Testing: A Handbook

Rank________________Total Score______________Test No.______________
100

TRUE OR FALSE

_____ 1. Tests should indicate how close each student comes to attaining the objectives of the course. p. 3.

_____ 2. Long-range objectives pertain to a specific course. p. 4.

_____ 3. Prognostic, agnostic, achievement and proficiency tests measure essentially the same qualities. p. 4.

_____ 4. The achievement test is based on the content of a particular course of instruction. p. 5.

_____ 5. Classroom tests define the short-range course objectives set by the teacher. p. 6

_____ 6. A test should be designed to show where the students need more study. p. 6.

_____ 7. The only role of the classroom test is to furnish an objective evaluation of each student's progress. p. 7.

_____ 8. The distinction between test and quiz is one of dimension and purpose rather than of item content. p. 7.

_____ 9. In a test, distractors should be obviously wrong. p. 10.

_____10. An effective passage item should be so constructed that a student could answer it with common sense and a knowledge of the target language. p. 11.

_____11. Each item in a teacher's item file should have a double classification--knowledge or skill being tested and type of item. p. 17.

_____12. The key to successful test construction is a clear and precise definition of the objectives involved. p. 17.

_____13. The effective administration of a test is more important than the content of the test. p. 20.

_____14. In the FLES program, quizzes should be easy enough so that most pupils perform very well. p. 21.

_____15. Language laboratory tests possess a low degree of objectivity. p. 22.

_____16. The language laboratory presents the student with a "real-life" situation. p. 23.

_____17. To determine the range of a test the teacher finds the highest score and the lowest score. p. 26.

(etc.)

Sample Final Test

Instructor: Øksenholt   Department of Languages   Name:______________
Date:________________   Eastern Montana College   Class: Ed 428

FINAL EXAM

Modern Language Classroom Techniques--A Handbook
by
Edward David Allen and Rebecca M. Valette

Decide if the statement is true or false and put the appropriate letter T (true) or F (false) in the blank to the left of the statement.

_____ 1. The progress of students in language acquisition is the only determiner of the success or failure of a foreign language course. p. 3

_____ 2. The most important factor upon which the success of the course depends is the teacher. p. 3

_____ 3. Even though a foreign language teacher does not possess near native fluency he can still be a highly effective teacher. p. 4

_____ 4. The attitude of the teacher does not influence student success. p. 5

_____ 5. Class pace should ideally be determined by the program used. p. 5

_____ 6. To teach for mastery one should incorporate creative teaching procedures into one's classroom. p. 5

(etc.)

Select the proper response for the item from the choices given and put the appropriate letter in the blank to the left of the item.

_____51. Which item is not one of the four parts of a formal performance objective? p. 20

a. conditions
b. purpose
c. awareness
d. desired behavior

_____52. Which item is not one of the four types of student response to a recording? p. 29

a. written
b. oral
c. physical
d. visual

_____53. Which of the following items would exemplify requisite knowledge that should be reviewed before introducing the direct object pronouns? p. 66

a. genders of nouns to be used
b. regular word order
c. forms of verbs to be used
d. all of the above

(etc.)

Summary

While this survey of a foreign language methods course reveals no utopian earthquake features, the approach used has been tested for a number of years--and it seems to work. Appropriate modifications of the course content by other instructors could result in even greater standardization of its academic intent--a process I deem to be of the utmost importance for the improvement of any foreign language education teacher training program.

The seasoned veteran sees perhaps much that should be questioned in the course that I have outlined, and I would welcome indeed a challenge to refine whatever point is unclear--or borders on psycholinguistic heresy. May I nevertheless express my gratitude to the scores of colleagues to whom I myself am very much indebted. If I have misinterpreted their recommendations, please accept my claim to the effect that I have at least read their printed ideas most carefully. Teaching remains not only a skill--it is also an art, is it not, most difficult to come by.

Notes

1. Cf., e.g., W.E. De Lorenzo, "Rationale, Description, and Feasibility of a Partially Programmed Foreign Language Methods Course," Foreign Language Annals, Vol. 7, No. 2 (December, 1973), 224-230.
2. Cf., e.g., Åke Bjerstedt, "Tele-Auskultationer: Intern Television och Vidobanding i Lärarutbildningen", Skola och Samhälle 47 (July, 1966), 179-201.
3. W. M. Rivers, "From Linguistic Competence to Communicative Competence," ERIC, 1972, ED 071 537, 1-20.
4. One of the most useful (and most frequently used) textbooks in our foreign language curriculum library is Frank M. Grittner's Teaching Foreign Languages, 1969.
5. We at Eastern Montana College do not refer to a language laboratory installation as such--because we conceive of it as having a much more comprehensive function within our total instructional program.
6. W. F. Mackey, "Graduate Education in Foreign Language Teaching,"

ERIC, 1971, ED 071 530, p. 21, "..., videotape is destined to become one of the chief instruments for the training of language teachers."

ED102842

FL006695

THE TEACHING OF READING IN FRENCH

Paul A. Lamarre

Simon Fraser University

I have been concerned about the problem of teaching reading since 1971. When I began to investigate the research on this topic, I discovered that, despite the emphasis placed on reading in language courses prior to World War II and the onslaught of the audio-lingual method, very little literature exists. I located several recent articles which indicated interest in reading problems -- a result perhaps of the cognizance that language teachers collectively are producing functional illiterates. I discovered that my colleagues could not tell me how they approach the teaching of reading, yet they adamantly maintain their system operates from the premise of a multiple-skills approach: that is, speaking, listening, reading and writing are given equal emphasis in their programs. The predominant theme in their discussions appears to me to be based on the theory that because we know how to read in our native language, we can read in the foreign language. Consequently, we ignore the fact that reading in a foreign language needs to be taught. Too often it is a hit-and-miss proposition. Course objectives invariably state that at the end of the four or five year program the student will be able to read a novel in the original...or words to that effect. Is the objective as stated in a high school prospectus unreasonable? Perhaps the objective is not at all unreasonable, but rather the process by which we hope to attain the objective is. Lastly, I am appalled when I consider that too many graduate students who plan to teach French do not themselves read French. How, then, can they be expected to teach their students to read effectively in French? These then are the reasons for a paper on reading.

It is virtually impossible to find a specific, all-inclusive definition of reading which would have universal appeal. Heated controversies ensue over individual factors that could and indeed do fill volumes. The definition then, as the act, becomes very personal. My own definition of reading is: the decoding of the graphic symbol in order to encode an idea or series of ideas. Included would be word recognition, comprehension, interpretation, appreciation and application.

Although we may not recognize it as such, we begin to teach reading as soon as we introduce the graphic symbol. We begin with word recognition. Sometimes we are given a basic structure and build upon the versatility of that structure by the process of simple substitution; for example: C'est un....C'est une.... Incorporated in the process are prosodic features which will lend themselves to refined oral interpretation skills at a much later date. These facets comprise the pre-reading instruction; the speaking-listening aspects will culminate in the writing-reading components of language acquisition. Reading instruction is an on-going, cumulative process, yet a distinct, specialized one.

I believe a most important factor for successful language development is sensory awareness: the ability to see and hear accurately. Perhaps we need to re-examine our basic assumption that students have acquired skills at the elementary level which are necessary for effective work at the secondary level.

Allow me to illustrate this point. I was struck by the lack of attention to detail in the work of a 10th grade class. I noticed an overwhelming number of errors in assignments which I considered the result of carelessness. I had to impress the students with their negligence immediately. I needed an alternate method to the usual one of circling mistakes and lowering grades which, for me, never achieved its intended purpose.

I selected a passage from the text to be copied. Although the students considered the exercise ridiculous and futile, I persisted. My intended purpose was to demonstrate that attention to both accuracy and detail are imperative for successful learning.

We performed a daily copying exercise for months. It was a good-natured game with a serious intent. The students learned the importance of self-competition and achieved much self-awareness.

As far as hearing is concerned, it is alloted a great deal of class time, usually in terms of sound discrimination exercises. Its application and usefulness to reading is rarely considered. Phonetics and the prosodic features of stress and intonation have a practical application in reading. They establish fluidity in the auditory memory traces.

Having established mastery of auditory and visual skills, I can begin to concentrate on other techniques for successful reading. The tactic of clues to meaning[1] is one of many I use. Through it, I attempt to verify that the transference of cognates will take place from English to French. I believe we erroneously conclude that students' vocabularies are extensive. Even though the functional lexicon of the student may be extensive, what guarantee do we have that the transference of cognates will take place? Without verification we can unwittingly frustrate the student.

Let me illustrate this point. Affianced is a word often encountered in newspapers. That the term includes the very common and well-known word 'fiancé' rarely occurs to the student. Nor can he use the word correctly in an English sentence.

Natation, lorgnette, savant, ameliorate, felicitations, pullet, antiquary, maladroit, dolorous, taurine, just to mention a few, leave the student equally at a loss for definition and illustration. The loss of Latin in our school curricula has taken its toll in terms of word attack skills. The neglect of suffix, prefix and root word study has also affected the student's verbal ability. The teacher must realistically anticipate these difficulties and provide a creative outlet for their dissipation. When the student encounters a word in French, he has no knowledge on which to base an intelligent guess, if verification prodedures have not been employed by the teacher. I feel that clues to meaning are necessary to provide the student with the confidence to read.

I examine the reading passage for English derivatives which might be devoid of meaning to the students. I then assign an exercise of definition and illustration in English. I insist that the student maintain the grammatical function in which the term is given.

From this exercise I learn how sensitive the student is to language and grammatical function, as well as how skillful he is at using the dictionary. I also discover how extensive or limited his vocabulary is. In turn, the student develops vocabulary, learns some etymology, and most importantly, begins to appreciate the relationship of his own language to others.

The problem of using word equivalency translations is partially eliminated through the use of clues to meaning. For vocabulary to be functional, the student must be able to use terms correctly in a meaningful sentence. To illustrate this to my students, I tell them I am perfectly able to learn (i.e. memorize) a Russian passage and can give a very good oral interpretation of it, given that it is first written in phonetics and that I have a good knowledge of the diacritical marks. I must tell my students that, however well I can do this, I would unfortunately not be able to give them any information about what I had read. I wouldn't know what I was saying.

How many of us have seen pages of texts with transliterations? How many of us recall the response given by students who obstinately cling to that exercise in futility: "Sir, it doesn't make sense!" Not only does the student fail to account for constructions which are not English, or French for that matter, he fails to account for levels of meaning. Poor dictionary skills encourage him to select the first definition he sees. The teacher must encourage the student to read for ideas and assure him that the temporary vagueness he is experiencing is an acceptable step in learning to read effectively.

Translation must be avoided, if real reading skills are to develop. The intermediary step of using the native language is a hindrance to acquiring reading skills in the target language. When paraphrase, antonym, synonym or gesture procedures fail, we can resort to translation. Reading and translation are not synonymous.

Surely, there are other ways to verify comprehension. We can work toward more effective reading, if we insist that the student spend one-third the time he would normally devote to a reading assignment in reading the passage three times quickly. The first reading will give him a general idea of the nature of the passage. The second reading focuses on clarification through the use of footnotes and glossary. The final reading should focus on misunderstandings or on passages which remain unclear and require class discussion. Students will experience high levels of frustration. It is, therefore, imperative for the teacher to clarify and identify difficult passages in class.

Prior to this discussion of difficulties, an oral reading by class members must take place. It provides the opportunity to check on fluidity, fluency and correctness of prosodic features which keep the auditory memory traces active and use them to advantage in the reading process.

If the student sub-vocalizes, and I'm sure he will, the sub-vocalization will at least be correct in terms of the oral realities of the native speaker and, therefore, provide a plus factor for good reading skills. Additionally, many of the problem areas will be eliminated because the tone and flow of a continuous oral reading further enhances the thought process. Any remaining difficulties can then be considered. I should emphasize that, at this point, I do not discuss structural problems. These can be attended to through other exercises.

Just as good texts, and even some of the poorer ones, reinforce vocabulary by means of recombination or other exercises, so too must the teacher reinforce the reading process he has so clearly established. We must lead students through the process. It is only through insistence on a consistent basis that the process will become second nature. When doing oral work with sound discrimination our expectations are not hit-and-miss. Repetition trains the ear; in reading, repetition trains the mind.

Earlier, I spoke of question strategy that confirms comprehension -- at least at the literal level. I believe the key to successful learning is question strategy. On far too many occasions I have entered classrooms where "French only" was required. What I have discovered is a teacher who does most of the speaking, the poor student being required to utter no more than "Oui" or "Non." These students are not actively learning French. And their teacher is guilty of poor question strategy. Just as in oral work Yes-No questions do not develop sentence constructions, Yes-No questions about reading will not necessarily lead to better comprehension.

Questions appended to reading passages, in many texts, do little to assist the teacher. All too often they concentrate on the literal level of comprehension. Many require the student to re-write entire prose passages. For almost every line of prose there is a question. Is it any wonder that students dislike reading in general and French in particular? Is it any wonder students consider the French to be a weird people who speak only in complete sentences, and who make students answer interminable numbers of questions? We unwittingly reinforce that concept when we assign suggested questions at the end of the text. I venture to say that at the correction stage the teacher is as bored as the students. The teacher must edit questions. He should try to translate tasks into meaningful units of thought at the various levels of thought... particularly when introducing literature.

The best way I know to accomplish this is through the use of "Barrett's Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension." The taxonomy serves as a guide for editing questions already suggested by publishers and assists in the construction of additional questions to ensure that all levels of comprehension receive due attention.

I contend that the literal level of comprehension can be covered adequately in thirty minutes. Students can be asked to identify voluntarily, from memory, information explicitly stated in the selection. The teacher records these points on the board, as stated. Students then turn to ordering and sequencing the incidents -- usually a stimulating and challenging exercise for them.

Reorganization is the next level of comprehension which must be examined. Reorganization requires the student to classify people, things, places, and events into categories. He may also be requested to outline the selection or to condense the selection in summary form. Synthesis is also a task of reorganization.[2]

The third level to be considered is that of inferential comprehension. Based on the explicit nature of the task up to this point, the student is required to consolidate information, through intuition and personal experience, into conjectures and hypotheses. What did the author omit? What might have happened if the passage had not ended as it did? Why did the author use figurative language? What is its literal intent? What is the nature of the characters based on explicit clues?[3]

The fourth level of reading comprehension is that of evaluation. Obviously, the more knowledge the student has of the subject the more accurate his judgment will be. We can ask him to consider the following questions: Is the selection based on reality or fantasy? How appropriate is the main character in the setting the author has provided? Why was the character right or wrong in what he did? Unless the student is led to examine his judgments, he will reject the idea that reading can enlarge his knowledge and self-awareness.[4]

The final level of reading comprehension deals with appreciation. Cognitive aspects meet with affective aspects to provide an aesthetic impact. How does the student react to the artistic elements of literary technique, form, style, structure? What is the emotional impact of the total work? Why does he find it easy to identify with characters, if indeed, he does? How well does the author evoke feelings through his ability to paint word pictures?[5]

If the manner in which the process is employed is carefully thought-out with the students' capabilities in mind, and if the teacher can forge ahead without overwhelming the students, he will evoke excitement toward learning, which it seems to me, is the raison d'être of teaching.

When I spoke earlier about reading a selection quickly three times, I was leading up to the development of a reading rate. We should teach students to read in French at a rate comparable to that in the native language. Initially, both teacher and student know that this is improbable. Encouragement is the key word here. As the student relies less on bad habits, his rate accelerates. When forced to read at a rate that is somewhat faster than comfortable, he modifies his purpose and tries to grasp main ideas. He learns to interpret contextual grammatical clues.

Periodically, we have to prove to students that their comprehension skills are better than they think. Handled carefully, this can be the greatest inducement for improved work on the part of the student.

I have used Ionesco's La Leçon for this purpose. Without preamble, I give the students copies of the play which I ask them to follow while I play a recorded version from La Collection: La Voix de l'Auteur. Their response is, of course, rewarding.

What I have attempted to do is to correlate the prosodic features of the language with the graphic symbol. The knowledge they have gained from exercises on basic dialogue sentences and intonation patterns now meet their logical end. The student begins to appreciate the inter-relatedness of what heretofore appeared to be useless intransigence on the part of the teacher. They understand and enjoy what they have accomplished.

The exercise does not end there. During the next class, I give them the play to read silently. No longer is it a collection of meaningless words, as they recall the tone and feeling of Ionesco's reading.

The third day verification procedures are used, first in answer to student problems and questions, then with respect to questions I pose. Since my purpose is not to analyze Ionesco's theatre, although some aspects of it undoubtedly surface, no in-depth study is carried out. My real purpose it to give confirmation to the students that they have accomplished a great deal.

I am thankful to Robert L. Politzer for the statement which helped me enormously in devising my own eclectic method for teaching, "...good learners do certain things that poor learners do not do."[6] It seems to me that the key to successful teaching of reading rests with answers to the question, "What do good readers do, that poor readers do not do?" I think I am finding ways to answer.

Notes

1. I have adapted the term clues to meaning from the Teacher's Manual for use with the text Parler et Lire, (New York: Holt, Rinehart and Winston, Inc., 1963). "These are lists of from four to twelve English words which will make the pupil's comprehension of materials in a later section effortless and immediate if they happen to be part of his language background in English. Such lists never apply to the French text which is being studied immediately, but always in the succeeding section." P. xi.
2. Clymer, Theodore, "Innovation and Change in Reading Instruction." National Society for the Study of Education Yearbook, (Chicago: University of Chicago Press, 1968), p. 20.
3. Ibid., p. 21.
4. Ibid., p. 21.
5. Ibid., p. 22.
6. Politzer, Robert L., Foreign Language Learning: A Linguistic Introduction (Englewood Cliffs: Prentice-Hall, Inc., 1970), p. 14.

ED102843

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TOWARD A REAPPRAISAL OF FOREIGN LANGUAGE INSTRUCTION
OR
CAN CULTURE KILL?

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By way of an introduction to our panel discussion on "The Teaching of French in the Seventies," let me state right off: this paper is deliberately polemic in its tone and presentation. In a nutshell, its argumentation is this:

The current crisis in foreign languages is largely the result of a general disillusionment with methods, objectives and achievements, in fact with the whole philosophy that has determined F.L. programs in the U.S. for the last fifteen to twenty years. Today, the primary goal of foreign language instruction must be reemphasized. This primary goal is not the teaching of literature, Culture or civilization, but the teaching of the language itself. Learning a foreign language is a difficult, challenging and time-consuming enterprise. This fact should not be hidden either from our students or from the general public. Language instruction must be diversified, intensified and expanded on the advanced levels. In times of severe financial limitations, this will require cutbacks in literature and civilization courses. However, a number of measures, among them closer program cooperation with other departments, can help minimize the impact of such cutbacks on the education and the training of our students. The students' frustration and disinterest will disappear with their increased proficiency in the language.

The paper deals with foreign language instruction at the undergraduate level in college, although a number of remarks would also seem to apply to the high school situation.

The foreign language profession in the U.S. is in the midst of a profound crisis. There is fear, doubt about objectives and purposes, disillusionment with methodology, frustration with an unresponsive public. National enrollment statistics give a gloomy picture, and the financial situation is not about to improve significantly in the near future. French seems to be particularly hard hit. It is no longer the leader, in terms of numbers, among the major foreign languages in this country. What is more, within the last three years, it has experienced the sharpest decrease in enrollment of all languages.[1]

There are many possible explanations for this crisis. Among others, diplomatic tensions, changes in the economic situation, the cyclical movement of American education and the drop of language requirements have been given. Such explanations may reinforce our fatalism and indirectly offer some consolation. They do not, however, encourage us to search for real solutions because, basically, they shift the responsibility for the crisis away from us, the members of the profession, over into domains largely beyond our control. A more promising, and also a more painful, approach would be to examine ourselves for possible errors. Time does not allow us to go into a detailed, well-balanced analysis here. And anyway, that may not be what we really need now. What we need is a passionate frankness, that shocking unfairness towards ourselves that hindsight can provide.

We have been guilty of naiveté, dogmatism, and supersalesmanship. Firm believers in Progress, we were convinced that the new audiolingual methods, supported by new linguistics, new "hardware" and new "software," new textbooks, new everything, would solve once and for all the numerous problems involved in learning or teaching a foreign language. In spite of being confronted daily not only by our students' difficulties but by our own deficiencies, we wanted to believe seriously that "bilingualism," nothing less, was within our grasp.[2] Learning a language did not seem to require any longer the relentless effort, the intellectual discipline, the concentration and motivation that had traditionally been associated with it. The very words we use betray us: students need to be "exposed" to a foreign language, they should "pick up" a couple of languages, language classes are to be "fun," etc. Many of us have apparently not been aware of what has often baffled our foreign colleagues, namely the contradiction between our serious, almost fanatic determination to explore methods and teaching techniques and our almost casual dismissal of the subject matter itself.

To see this contradiction we need only open our eyes to foreign language instruction as it actually exists in this country. FLES programs are still a rarity and, even where they do exist, they often lead nowhere. There are few properly graduated, integrated language programs, spanning junior high, high school and college. In recent years, instruction in grammar has in most cases been a farce. Translation has been absolutely taboo, reading and writing have been neglected, systematic vocabulary building virtually unheard of. Or seen from the time angle: the study of the language has been confined largely to two or three years. We have treated our language instruction as simply a prologue to greater glories, namely to the study of literature, culture and civilization, and that regardless of how well or how ill our students were prepared for this task.

Our understanding of what role the teaching of culture and civilization is to play within our F.L. programs is, at present, crucial, especially in French. France has long enjoyed, and actively cultivated, the image of a country of a superior culture. This prestige has led many people to choose French rather than other languages, in spite of its rather limited immediate "usefulness."[3] Now, however, what used to be an asset, seems to have become a liability. "Superior culture" smacks of elitism, *la bête noire* of all egalitarians, and of historicism, a capital sin in a society obsessed by Relevance, Future, and Youth. France herself has clearly recognized this danger. French publications, aiming at domestic and foreign publics, stress more strongly than ever the country's contributions to technology and scientific discovery. The recent worldwide tour of the supersonic "Concorde" was, besides a sales pitch and a practical demonstration, a cultural mission of sorts.

Some consider "culture" and "civilization" essentially synonymous terms. Others oppose "Culture," with a capital "c," to "culture," with a small "c," or civilization. This distinction, although not entirely satisfactory, will be adopted here for its convenience. As subject matter of formal instruction, both have been widely discussed in professional meetings, in papers, articles and books.[4] What are the basic theoretical assumptions underlying the teaching of culture and civilization? How do these subjects relate to language instruction properly speaking, and how to the teaching of literature? Should the approach be anthropological, historical or sociological? Should it be comparative and cross-cultural? How objective and how exhaustive can it be? How has this or that particular course worked out in practice?

These are some of the questions being asked.

Some have advocated heavy, if not exclusive emphasis on Culture as the recognized artistic and spiritual heritage of the country. Put in very simple terms, the argument is that this is the area where, in our case, France has made her most important, her most uniquely French contributions. The practical result has most often been a curriculum predominantly oriented towards literature, especially the literature of the past. On the other hand, as has been pointed out earlier, the identification of the country with essentially past achievements, however glorious they may be, can lead to indifference, even rejection by our students.[5] The danger seems all the more serious for French programs because of the very predominance of literature in French Culture. Most American students are not avid readers.

The advocates of relevance, the anti-Culture forces, have, in recent years, strengthened their position.[6] They emphasize the idea that our students want to, and indeed need to, know about everyday life in contemporary France. Few would disagree with that stand. Yet translating the principle into course offerings can pose serious problems. Is the normal F.L. instructor prepared to deal adequately with the subject matter? Are courses dealing with "la famille française," "les sports en France," "l'agriculture" the answer to our crisis? Will they motivate students to enroll in our beginning French classes? Will they convince them to continue their language learning beyond the first or second year? Numerous colleagues seem to think so. Others are not so sure. With the ever-increasing transculturation within the Western world and beyond, will it not be increasingly difficult to interest our students in aspects of contemporary civilization? Is the attraction of subjects like "le supermarché," "la discothèque," or "les ordinateurs" a lasting one, an attraction beyond the rather ephemeral pleasure of recognizing the familiar? The question may seem simplistic and rather naive, yet it calls our attention to a basic dilemma of the cross-cultural approach, which is the one most frequently adopted in civilization classes.

There is a tendency to define and to justify the goals and philosophy of F.L. instruction in terms of Culture or civilization. While this in itself is not unreasonable, we should realize that over-emphasizing either one could gradually strangle the interest of our students. In this sense culture can kill. Part of the solution lies, of course, in a well-balanced curriculum. Culture, art, literature, history should be taught in conjunction with contemporary civilization. Literary but also sociological, psychological or philosophical texts should be read and analyzed. Slides of the "Quartier de la Défense" or the new airport at Roissy-en-France should be shown as well as slides of Versailles or Notre-Dame. "La femme française" should be discussed as well as Louis XIV.

However, in these times of financial strictures, of staff and program cutbacks, we simply cannot afford to teach all that might fall under Culture and civilization -- basically because we lack the resources, defined broadly, to teach it well. We must reassess our priorities, and find a new solution to the age-old question of all teaching: depth or breadth? If we continue to orient our F.L. programs heavily towards the teaching of Culture or civilization, we run the risk of dissipating our energies and of seriously endangering the quality of our language instruction. Do we want that? Would we not undermine the very basis of our programs?

As a matter of fact, already before the current crisis, language instruction as such was dealt with inadequately.[7] The neglect of the realities of language learning and the implied fundamental program imbalance is precisely one of the major factors that have led to the present decline of F.L. programs. It cannot be said too often that learning a language requires great effort and much time, that mastering a foreign language is almost impossible, our new methods, machines, programmed instruction, etc. notwithstanding.

We must admit to ourselves, our students and the general public that learning a language is indeed a difficult and highly challenging project. We must admit that we were mistaken in our naive optimism about progress in teaching techniques. We must become modest, honest and realistic again. Then we will emerge stronger from this crisis of today. The deepest reason for our plight is the discrepancy between our exaggerated claims and the reality of our students' achievements.[8] What is the Bachelor's degree in a foreign language worth? The best of our graduating seniors often do not feel qualified in their chosen specialty. Yet they are supposed to be able to apply it in their jobs, in teaching for example. Many others never even go on to advanced levels. Bored by our methods of "overlearning," frightened by the discovery that, contrary to what they had been led to believe, it is not all fun and games, exasperated by the gap between their elementary knowledge of the language and our lofty ambition to discuss difficult points of literature and culture with them, they simply drop out of the program.

The solution is to strengthen our language instruction considerably. There is a growing conviction that we must abandon our dogmatism in questions of teaching methodology and become more eclectic.[9] We can offer a choice in courses stressing different skills. Or where this is not possible, for instance in smaller colleges, we can develop programs that allow the student to complete certain specified phases and walk out with identifiable skills or proficiencies. Above all, we must offer more advanced language courses. The finer points of grammar, syntax, stylistics must be taught and practiced much more intensively. Translation courses ought to be reintroduced as a regular part of our curriculum.[10] Vocabulary, too, must be taught systematically at the intermediate and upper levels.[11]

Under the present circumstances, we cannot hope to achieve such intensified language instruction and, at the same time, to continue to do whatever else we are already doing. The point is not to cancel all literature and civilization classes nor to ban all cultural material from our courses, but to reorient our programs toward the language itself. Such reorientation will require a series of changes. We may, for example, have to reduce the number of literature courses in the target language. On the other hand, we could introduce original texts, literary and others, more widely in language classes at the intermediate level and thus acquaint our students indirectly with cultural achievements or facts of civilization. We would also gain precious flexibility and variety which very few, if any textbooks can offer. We might open up some literature courses in translation to our majors. They would thus be able to take literature classes earlier and could then spend more time working on the language at the advanced level. Furthermore, in this way, additional staff time would probably be freed and could be put to excellent use in language instruction. Together with other departments we might offer comparative literature courses tailored to meet the needs of majors in several fields. We may have to cut back our course offerings in Culture and civilization. On the other hand, we might call on art, geography, history, philosophy or sociology departments to strengthen our students' knowledge in these areas. Harvard and other schools have demonstrated how departmental programs can be dove-tailed so that they complement each other. This approach need not necessarily lead to "area studies" as a formal interdisciplinary major, but it can. Another avenue that ought to be explored more closely, is the complementary double major. Students should be given the opportunity to combine, in a rather tightly knit unit, an education in a foreign language and one in, for example, history, geography, economics or, why not, tourism.

Numerous possibilities exist to so rearrange programs that our students will get a far better training in that area which is the primary justification for our academic existence, language. Programs that emphasize culture, literature, civilization at the expense of language will only prolong the agony of F.L. instruction in the U.S. Our programs should resemble pyramids, broadest and strongest at the base. In addition we must assure a far greater degree of continuity in F.L. programs at all levels. And perhaps most important in the long run, we must turn away from the fun-and-games philosophy. Our courses should be really challenging, and they should be announced openly as such. In this matter, we can learn much from the European approach to foreign language programming.

The newest fad is to proclaim the need to "humanize" foreign language instruction. What better way to "humanize" the learning experience than to make real accomplishment possible? What better way to "humanize" our classes than to enable our students to earn the feeling of well-deserved satisfaction that one experiences after completing a difficult task? Then we will have motivated, not frustrated students -- and motivated, not frustrated instructors, too.

NOTES

[1] See fairly recent statistics in Richard I. Brod, "Foreign Language Enrollments in U.S. Colleges - Fall 1972," Bulletin of the Association

of Departments of Foreign Languages, 5, 1 (Sept. 1973), 54-60. Cf. also Philippe Alméras, "French in U.S. Universities: Linguistic Isolationism?", Ibid., 52-53.

2 Through careless use, the term "bilingualism" has been diluted to the point of becoming almost meaningless. Cf. Nelson Brooks, "The Meaning of Bilingualism Today," Foreign Language Annals, 2, 3 (March 1969), p. 305: "...bilingualism may be very modest and limited at the beginning, yet may be valid as far as it goes, even near the start of the experience with the second language,"

3 See, for example, Michel Beaujour and Jacques Ehrmann, "A Semiotic Approach to Culture," Foreign Language Annals, 1, 2 (Dec. 1967), p. 152 ff.

4 The subject of Culture and civilization has been dealt with so extensively in recent years, especially by teachers of French, that any attempt to even approach an exhaustive bibliography would go far beyond the scope of this paper. May a few, very brief bibliographical hints therefore suffice here: H. Ned Seelye, "Analysis and teaching of the cross-cultural context," The Britannica Review of Foreign Language Education, vol. 1, Encyclopaedia Britannica, Chicago 1968, 37-82, contains a wealth of information and an extensive bibliography, as also Genelle G. Morain, "Cultural Pluralism," The Britannica Review of Foreign Language Education, vol. 3, 1970, 59-95. Recent articles that are readily available include, among others: Camille Bauer, "Culture et civilisation françaises: buts et méthodes," The French Review, XLIII, 1 (Oct. 1969), 64-71; Benjamin Ebling, "Toward the Teaching of Authentic French Culture at the Secondary Level," The French Review, XLVI, 5 (April 1973), 927-930; Jean-Antoine Bour, "L'Histoire et les problèmes sociaux dans l'enseignement du français," The French Review, XLVII, 4 (March 1974), 703-708; Stanley Hamilton, "An Undergraduate Course in French Society," The French Review, XLVII, 5 (April 1974), 937-943; Robert J. Nelson, "Culture and culture: An Integrated Multidisciplinary Approach to Foreign Language Requirements," The Modern Language Journal, LVI, 4 (April 1972), 210-217; Patricia Biggs, "Civilisation contemporaine et enseignement de la langue," Le Français dans le Monde, 62 (Janvier-février 1969), 12-14; Maurice Bruézière, "Littérature et civilisation," Le Français

dans le Monde, 77 (Déc. 1970), 54-58; Michel Labadie et al., "Fondements théoriques d'un enseignement de la civilisation" (Symposium de Santiago du Chili), Le Français dans le Monde, 78 (Janvier-février 1971), 9-16; André Reboullet, "Pour un enseignement comparatif en civilisation," Le Français dans le Monde, 81 (Juin 1971), 64-70. Another report on an international symposium can be found in Wilhelm Siegler, "Die Kultur der Deutschsprachigen Länder im Unterricht," Beiträge zu den Sommerkursen 1970, published by the Goethe-Institut, München 1970, 163-166.

[5] Many of us assume a curiously ambivalent attitude in this matter: we commend our students for their critical thinking -- as long as they do not apply it to the Canons of Classical Culture, in which case we denounce them as superficial, cynical or blasé.

[6] Hugh H. Chapman Jr. and Donald H. Kellander, "Educational Trends in Romance Language Departments: Report of a Survey," Bulletin of the Association of Departments of Foreign Languages, 4, 4 (May 1973), p. 27, state that "nearly a third of our respondents' institutions have increased their emphasis on culture." Today, many seem to consider civilization a panacea. This it cannot be. On the contrary. Cf. Eva Hagemeyer, "The Ambiguous Potential of Teaching Culture in Foreign Languages," read at the PNCFL 1974 meeting.

[7] This has been clearly pointed out before, for example by George Klin, "Our Unrealistic Language Program," The French Review, XLII, 5 (April 1969), 722-727. See also Wolf Hollerbach, "But Icarus flew too high...," Bulletin des Professeurs de Français, 9 (Avril 1970), 41-46 (published through the Eastern Washington State College).

[8] In December 1967, The New York Times wrote: "...the typical American college senior majoring in foreign languages is likely to graduate with far from impressive skills" (quoted by George Klin, art.cit.). Today, the condemnation of our efforts in the public media is even worse. In Newsweek, April 29, 1974, p. 49, the Foreign Service Director of the State Department is quoted as saying: "University language teaching is so bad that the (foreign language proficiency) requirement was keeping out promising prospects." The statement may be criticized for its sweeping generalization and its philosophical implications, but it points to the basic weakness of our programs,

and illustrates the negative attitudes resulting from it.

[9] Cf. Richard E. Boswell, "Toward a New Eclecticism in Modern-Language Teaching," Foreign Language Annals, 6, 2 (Dec. 1972), 237-246.

[10] It was gratifying to see the problem tackled, during the PNCFL 1974 meeting, by Klaus Engelhardt in his paper, "Translation as a Teaching Device in Foreign Language Instruction."

[11] Cf. Robert J. Hartwig, "Teaching French Vocabulary," The French Review, XLVII, 4 (March 1974), 720-726.

ED102844

THE FILM AS A TEACHING TECHNIQUE: COINS DE FRANCE

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Culture is an integral part of language learning. Without it the learning process becomes a sterile manipulation of patterns and formulas completely divorced from the real world. Frequent visual references to the cultural aspects of the country sustain interest and enthusiasm in the language and provide the necessary link between language and country.

With this contention in mind, I decided to make a film during the summer of 1974 while traveling through France and Switzerland for 9 weeks. Before leaving, I made arrangements with the Edmonds School District to borrow a Super 8 movie camera, 14 rolls of film, indoor light attachments, a convertor and a cassette recorder with tapes. I did not plan out the scenario before leaving as the intent of the film was to give the students the feeling of being a casual, unhurried and curious observer and to emphasize scenes not typically found in commercially prepared educational films. The only way to achieve this spontaneous flavor was to carry the camera with me at all times and to film the everyday but real scenes of life in France. As one student commented after seeing the film: "It gives a good view of France without the propaganda that most films have."

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Coins de France takes the viewer for a stroll through 3 corners of France: Paris, Normandy and the Alps. Living with a French family in Normandy for 3 weeks afforded me the opportunity to film the activities on an old farm and to tape the stories of the oldest member of the family as he showed us around. Paris gave me ample chance to film street activities, shops, parks, people and the special flavor of the capital during the summer. During a short stay in the Alps, I was able to film mountain villages, bike races, mountain climbers and many other picturesque events.

Upon my return in September, the real work began. I edited the 14 rolls of film, adding title shots, a narration in French and music to accompany the film. The narration is intended to be a central part of the film, a tool for expanding vocabulary, grammatical structures and illustrating cultural points. The film makes the learning task more pleasant and relevant. The narration is written in a casual conversational tone, with useful everyday expressions often neglected in textbooks. As the original narration is suitable only for advanced classes, I am presently writing a simplified French narration and also an English version. The setting of the narration is in a French restaurant in Seattle where an American girl who has recently visited France is telling a French friend her impressions of France. She retraces her journey through France making observations and asking her French friend to explain certain points. The narration is available to the students in booklet form for study before viewing the film. In addition to the vocabulary within the narration, the film includes title shots, maps, shop signs, street names and advertisements such as "Dites-le avec des fleurs."

As the film is 30 minutes long, I decided to divide it into 3 separate shorts, Paris, Normandy, and the Alps, to facilitate discussion following each film. I plan to experiment with a number of techniques to initiate and continue discussions. Topics for observation such as housing, clothing, transportation, could be proposed before showing the film. The students could then bring forth their observations and comments, reasons for differences, esthetics, and historical background. This could be combined with preparation in class and assignments related to specialized vocabulary within a specific topic and extra readings concerning various cultural aspects of the topic.

The information acquired in the observation-research study could be incorporated into narrations created by the students to accompany the film. The students could expand the information acquired through research and class discussion by creating credible details as to the living conditions, personal opinions and attitudes of the various individuals featured in each film and region. Each student could present his narration with the film, bringing additional viewpoints and understanding to the group as a whole.

Considering the film as an aid to teaching is assuredly nothing new at least in its more passive form. Films have been extensively used as entertainment or reward for long hours of study. But the film in the classroom has a far greater potential as an active tool, especially in a language classroom. No other tool can blend together culture and the spoken word in a better way. In this age of exploding media, a film can provide students with the live, integrated universe of people, language and environment which they have come to expect through television and cinema.

A film that emphasizes people and human activities will allow the students to actively search for deeper understanding, to become participants in the film rather than passive observers, thereby giving meaning and involvement in the language they are studying.

ED102845

OVERVIEW OF AN ACTIVITY-REFERENCED FOREIGN LANGUAGE METHODS COURSE

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I have chosen the title "Activity-Referenced" to describe the overview of this methods course not to imply that theory is of secondary importance, but to lend visibility to an equally important component too often overlooked. A methods course is not a subject -- it is an activity. It should be organized around rich, meaningful activities which relate theory to practice. Designing the proper educational environment in order to bring about a meaningful interaction between theory and practice is both challenging and rewarding. Edgar Dale has said:

> By environment I mean all of the surrounding conditions and influences that affect personal development. The educational environment of an individual cannot be determined exactly by his material surroundings. It is what one interacts with that is important, and one may react directly and concretely, or indirectly and symbolically. The instructional environment, then, is an interacting situation in which the continuity of experience and relating of experience are critically important. At its highest level, the subject matter for learning involves a creative interaction between the stimulus and the individual response.[1]

Considering the main tenets of the audiolingual approach and, given the many recent developments in individualized instruction, competency-based instruction, interest centered learning, etc., a methods teacher has no lack of topics and ideas with which to work. It is my purpose here to suggest some of the topics and ideas the methods teacher might present to the methods class. I want to give some examples which, hopefully, will demonstrate how certain theory-based activities can be carried out in response to the need to reflect reality as adequately as possible. Ultimately it is the methods teacher who will have to decide what that reality is, however, and teach what he thinks best represents it.

Regardless of difference in style or approach in foreign language teaching, there are certain skills which need to be learned and topics

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which need to be considered. I have found that an appropriate activity for each of these is most rewarding and successful. The basic skills I choose to work with during the methods course include directing a pattern drill, teaching a concrete word, teaching an abstract word, teaching a short dialogue (4 short lines), teaching a contrastive structure in morphology or syntax by using analyses and analogies within the target language, developing and using grammatical generalization which follow a contrastive structure, teaching the initial steps of reading in the target language and presenting culture capsules.[2] As the methods student practices his style and learns the skills outlined above, he moves through three phases of teaching as he progresses from initial activity to full-time teaching activity.

The first phase has the methods student micro-teaching his peer group. During this phase the student does his first teaching activity. This is carried out during the regular meetings of the methods class. It is preferable to videotape these student presentations if videotape equipment is available, but this is not absolutely necessary. The methods teacher always demo-teaches the skill first, followed by the methods students. In those universities where each language has its own methods class, it may be a good idea for the methods teachers to cooperate by having the French students teach the Spanish or German students and vice-versa. It is most helpful if the methods student can micro-teach students who have no previous knowledge of the material being taught. If cooperating with another methods class is not logistically convenient, ask your students to bring their friends to the methods class to participate in the micro-teaching activity. Incidentally, I have found this alternative to be very effective.

After the methods students have worked on their performance skills and gained some confidence teaching among their peers, the next phase takes them to a local public school. During this phase the methods students micro-teach students of high school or junior high school age. These students in the schools are picked at random from various study hall groups. Again, videotaping is preferred but not absolutely necessary. If time will not permit having each student micro-teach all of the skills outlined above, the methods teacher may elect to have him micro-teach only two or three. These might include how to teach a short dialogue, a contrastive structure, and the presentation of a generalization.

A third and final phase puts the methods student into an authentic practice-teaching situation at the college level. Once the methods student has been able to polish his performance skills somewhat in a public school situation, he returns to the university where he is assigned to practice-teach at the college level. He is assigned to work with a teaching assistant or professor where he observes and teaches during one full unit in a beginning language class. This assignment generally lasts from five to eight days. During this time the methods student is expected to progress from an observer-teacher role to full-time teaching with responsibility of the class for at least one day, and preferably for two or three if circumstances are conducive. During this experience the methods student is also required to construct, administer, correct and return a unit quiz to the students. The purpose of the assignment in this phase is mainly that of allowing the methods student to have the experience of participating in a real classroom situation during one entire unit.

It is recognized here that although this type of college level teaching may not be typical of public school teaching, it carries with it a tremendous emotional impact for the methods student. It does reflect a real teaching situation. This one activity, above all others, has been declared by former methods students as the most important, challenging and interesting activity of the methods course. Students see this as the proving ground, as an opportunity to become actively involved with teaching their subject. After this experience, which comes about mid-quarter, the methods students bring a new vitality and interest to the theoretical discussion aspects of the course.

During each of these phases the feedback and evaluation procedures play a critical role. Since I believe that self-evaluation is one of the most important practices a methods student can be taught, I solicit from each student an oral self-evaluation response immediately following each micro-teaching performance. Next, the members of the class just taught are given an opportunity to give feedback. The feedback received during this short discussion has a strong impact and probably influences the methods student more than anything else. Following these two evaluations the methods teacher summarizes and adds any important criticism -- both positive and negative -- which might have been overlooked. Here, however, the methods teacher should select and emphasize the one or two aspects in which the student needs the most improvement. If the student is deluged with criticism he may become discouraged and withdraw, thus making it difficult to reach him at all.

Several other activities and discussions must be included in the methods course. Although these activities are non-teaching in nature, they are central to the overall education of the methods student because they treat questions and solutions to problems with which the student will definitely have to cope once he is teaching in the classroom. A list of these might include activities on textbook and foreign language program materials evaluation, creating learning activity packets, creating tests, working with interaction analysis, employing the media, developing visual packages and writing instructional objectives. A list of discussions might include such topics as the use and misuse of the language laboratory, designing lesson plans, implementing individualized instruction and looking at professional organizations.

During the methods course the methods teacher should expose the student to a variety of professional people in the field by inviting the latter to visit the methods class to discuss teaching and class/school-related topics. Some of these visitors might include the state foreign language specialist, a local high school or junior high school principal, a local superintendent, a local school board member and a local high school or junior high school language teacher. Methods students should find each of these individuals highly interesting, candid and informative.

Another important activity of the methods course is to assign each student in the class to develop a personal project based on some aspect of language learning. This is an extensive quarters project and centers around the development of teaching materials which the student can take with him. Some suggested projects might include the development of visual packages, culture capsules, listening comprehension exercises, foreign language games and grammatical generalizations.

The texts and handouts which the methods teacher uses are important only in that they be made available as resource guides -- sources which the students can use to guide them in establishing the theoretical bases for the teaching/learning activities of the methods course. This correlation of theory and practice, of course, is the key to an activity-referenced methods class. In his chapter on "Goals for Teacher Education" of the 1973 American Association of Colleges for Teacher Education Yearbook George Denemark states:

> There is no magic in field experience. It is not meaningful simply because it is "out there." Rather it is meaningful as it is carefully planned, structured, interpreted, and linked with theoretical or foundational studies. Contact with reality without the perspective of theory fosters adjustment to what is rather than stimulating realization of what could be. Beginning teachers must be able to survive in the classroom as it is, but if education is to improve -- a matter we judge to be imperative -- they must also have the vision of its potentialities and the skills to alter its course.[3]

The two basic goals of the methods course are to prepare the student to teach using current viable techniques which link theory to practice, and to prepare him to accept and effect positive changes in foreign language teaching. If the methods student can internalize the practice of self-evaluation with a constant view toward increasing his capacity, he will have made great strides in his effectiveness as a foreign language teacher. He will also have begun his travel on that difficult road which leads toward a teaching procedure which bridges the gap from manipulation to communication in the foreign language.

In summary, the methods course described here is one which attempts to relate theory to practice by moving the student from a secure position in peer-group teaching, through small-group teaching in a public school, to full-time practice teaching in a real situation at the college level with all its emotional impact. At the same time the methods student receives pertinent background, both theoretical and practical, on the many component parts which go into the making of an effective language teacher. If this course is successful the result will be a qualified teacher who is receptive to change as well as an agent for change in the teaching of foreign languages.

Notes

1. Edgar Dale, Building a Learning Environment, (Bloomington: Phi Delta

Kappa, Inc., 1972), p. 16.

2. See article by H. Darrell Taylor and John L. Sorenson, "The Culture Capsule," in the Modern Language Journal, XLV (December, 1961), 350-54 for information on how to present culture capsules.
3. George W. Denemark, "Goals for Teacher Education: A Time for Decision," Time for Decision in Teacher Education Yearbook 1973, (Washington, D.C.: American Association of Colleges for Teacher Education, 1973), p. 10.

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TRANSLATION AS A TEACHING DEVICE

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In an introduction to comparative literature[1] Ulrich Weisstein affirms that a number of foreign writers -- among the French he cites A. Gide and A. Robbe-Grillet -- have never been translated adequately for the American reader and he ascribes this to the lack of consideration afforded to the profession of the translator in this country.

I would not be able to verify such a verdict, but it cannot escape the critical observer how little our programs of foreign language instruction on both the secondary and the university level emphasize the art of translation.

The following observations are intended to argue in favor of translation as an integral part of language instruction, in particular at the third year level in college where the student can be expected to have acquired an advanced knowledge of the parts of speech, of their grammatical distribution and their semantic value in the chain of communication. But our conclusions go beyond this limitation: it should be possible to use the suggested method on almost all levels of instruction. In a third year course, labeled "Intermediate Composition," the students were not only required to write compositions in the traditional style, but they were also assigned to do some translation exercises which raised a number of discussions not only with the victims themselves but also with some colleagues who cared to follow the progress of this little adventure.

The basic idea is very simple: Without any previous knowledge of what the plan was, the students were given the following passage from a letter of Albert Béguin to Marcel Raymond on a personal matter and without any stylistic ambition on the part of the author:

> Mon cher ami,
>
> Le Journal de Genève....m'apporte la nouvelle de la mort de ton père. Toi aussi, tu passes donc par ces heures que j'ai connues il y a quelques mois et donc l'écho n'a pas fini de se réveiller quotidiennement dans mon souvenir et dans mes rêves. Toi aussi, tu vas être initié à cet approfondissement infini des liens du coeur,

que suit leur arrachement; et a cette signification imprévue que reçoit la vie quand on se trouve un peu plus seul à l'affronter. C'est une chose immense que de se trouver soudain seul sur le chemin, de n'avoir plus devant soi l'autre génération dont la présence est toujours plus rassurante qu'on ne le croit et qu'on n'a su le témoigner. Et, tu le sentiras peu à peu, tout s'en trouve transformé, et surtout un certain sens de la responsabilité qui nous est légué à nouveau. Il y a toutes sortes de choses importantes dont nous nous remettions au jugement d'un père, sans trop le savoir, et qu'il va falloir démêler par nous-mêmes...."[2]

First, the students were asked to translate this into "good" English, that is to say not only to render the content but also the stylistic value of the text. A few days later, when they were asked to hand in their translations, the original text was also withdrawn, and the translations were redistributed -- nobody received his own copy -- this time to be translated back into French, not necessarily into the original version, although it goes without saying that everyone might remember the original to a certain degree from having translated it first into English. In order to facilitate the comparison of the results, they were arranged in the following manner:

Original: Le Journal de Genève m'apporte la nouvelle de la mort de ton père.

	Translation into English:	Retranslation into French:
1	The Geneva Journal brought me the news of your father's death.	Le journal de Genève m'a amené la nouvelle de la mort de ton père.
2	The Geneva newspaper brought me the news of the death of your father.	Le journal de Genève m'apporte la nouvelle de la mort de ton père.
3	The Geneva Journal brought me the news of your father's death.	Le journal de Genève m'a apporté les nouvelles de la mort de ton père.
4	The Geneva newspaper brings me the news of your father's death.	Le journal de Genève m'apporte la nouvelle de la mort de ton père.
5	The newspaper of Geneva brings me the news of the death of your father.	Le Journal de Genève m'apporte la nouvelle de la mort de ton père.
6	Journal of Geneva...convey to me the news of your father's death.	Le Journal de Geneve m'a apporte les nouvelles de la mort de ton pere.

7	The Geneva newspaper brings me the news of the death of your father.	Le Journal de Genève m'apporte la nouvelle de la mort de ton père.

Already this first little sentence provides a few interesting aspects.

1. The only means to handle the original title "Journal de Genève" is not to translate it at all, no more than one would translate the title of the "Pravda" or of "Le Monde." However, nobody thought of that; three only, and two of them by remembering the original, found the correct formula with capital letters without which it is immediately implied that there is only one newspaper in the city of Geneva ("le journal de Genève").
2. I do not see a better translation than "news" for "la nouvelle," but please note the erroneous retranslations "les nouvelles" (three out of seven), suggested, of course, by the plural sign of the English word. "Les nouvelles" in French suggests rather "the circumstances of his death" or something equivalent. What is then the rapport between news, news item, piece of news and the French nouvelle, nouvelles? The students spontaneously asked those questions themselves.
3. The third element is the instability of the verb tense. What could lead three out of seven students to write "brought" instead of "brings?" This is certainly not a grammatical error but an interpretation of the translator: First I received the news (earlier), now, later, I reply. But the spontaneity of "je te reponds immediatement" is lost, as the three translations show which used the compound past. These accidental interpretations are much more frequent than one would think. If this exercise can convince the student to read with extreme care and to be precise in his work, especially where languages are involved, it has already fulfilled part of its purpose.

Second sentence:

Toi aussi, tu passes donc par ces heures que j'ai connues il y a quelques mois dont l'écho n'a pas fini de se réveiller quotidiennement dans mon souvenir et dans mes rêves.

	Translation into English:	Translation into French:
1	So you too are going through the same period that I did several months ago and its echo has not stopped reappearing daily in my memory and dreams.	Toi aussi tu passes la même époque que j'ai passée il y a plusieurs mois et son écho ne s'est pas arrêté reparaître chaque jour dans mon souvenir et mes rêves.
2	You also have passed these hours that I have known for the last several months now and whose echo has not ceased to be stirred up daily.	Toi aussi, tu passes maintenant par ces heures que j'ai connues pendant les mois derniers et dont l'écho ne cesse pas de revenir quotidiennement dans mes mémoires et mes rêves.
3	You are now experiencing the same loss which I endured a few months back -- and from which the memories still echo in my thoughts and dreams.	Tu aussi passes les heures que je connaissais il y a des mois maintenant et cet écho ne cessait pas être fouillé (?) quotidiennement dans mes mémoires et mes rêves.
4	Now you too pass through these same moments that I knew so well some months ago -- whose echos have not yet ceased to appear daily in my memories and my dreams.	Maintenant, tu passes par les moments que j'ai connus il y a quelques mois -- où l'écho n'a pas fini de se réveiller dans mes mémoires et dans mes rêves.
5	You too pass by these times I knew a few months ago and of which the echo has not finished awakening itself daily in my memory and my dreams.	Toi aussi, tu passes par ces heures que j'ai connues il y a quelques mois, dont l'écho n'a pas fini de se réveiller quotidiennement dans mon souvenir et dans mes rêves.
6	You too now endure those times which I have experienced for some months and still the echo has not ceased to awaken itself daily in my memory and my dreams.	Toi, tu passes sur la même route pénible où je suis passé il y a quelques mois et l'écho persiste encore dans mes rèves et dans ma mémoire.
7	You also will pass through these times that I have experienced some months ago, whose remembrances have not ceased to appear daily in my memory and in my dreams.	Toi aussi tu vas passer par ces heures que j'ai connues il y a quelques mois dont les souvenirs n'ont pas fini de se manifester quotidiennement dans ma mémoire et dans mes rêves.

Here are a few examples chosen from the second sentence; I shall refrain from discussing each detail:

Only two out of seven translators tried to conserve "donc" by "maintenant" in the second French version, none at all used the original "donc." That means that no English version transmitted the stylistic nuance which connects the two sentences. Why? Does the English language not have an equivalent? Version 1 suggests "So you too..." which seems to me satisfactory. The retranslation "Ainsi toi aussi..." would be less so, fortunately nobody tried it. This is an occasion where the students can become aware that a word-by-word-translation is not always appropriate, sometimes the particular structure of the target language requires to shift words and to modify them considerably in order to do justice to a text.

It is remarkable how the smallest detail can trigger the discussion. Thus, "tu passes par ces heures" has been taken erroneously in a strictly temporal sense ("you also pass these hours") with the result "tu passes les heures." This has led to an evaluation of that little par which can easily be overlooked, although, little as it is, it changes the whole connotative value of passer.

A more serious case is the translation of "dans mon souvenir et dans mes rêves." Almost everybody put "in my memory/in my memories and dreams." But why does the French have "souvenir" and not "mémoire"? How can the original word be suggested in the English translation so that the reader can find it again? Should it rather be "remembrance" in English? All of a sudden the students take a vivid interest in synonymics, once they have discovered its possibilities and its pitfalls.

Structural questions take on a concrete significance and appear under a new light. Let us consider just two examples:

Original:

Et tu le sentiras peu à peu, tout s'en trouve transformé et surtout un certain sens de la responsabilité qui nous est légué à nouveau.

English translation:	French translation:
And you will sense more and more that everything will become transformed.	Et tu sentiras de plus en plus que tout deviendra transformé.

Here we can study two familiar concepts, the pronominal verb in French and what is often its equivalent in English, a combination with the verb become. The English version seems quite acceptable, but the literal retranslation into French does not sound French at all, it should at least be "tout se transforme." As was the case with "donc" in the previous sentence, nobody found an equivalent of "en" in "s'en trouve," which also relates this sentence to the previous one.

The second example also relates to elementary grammar:

Original: Il y a toutes sortes de choses importantes dont nous nous

remettions au jugement d'un père, sans trop le savoir, et qu'il va falloir démêler par nous-mêmes.
"Sans trop le savoir" could be translated by "without realizing it," but many translated it by "without knowing (too much) of it." This was translated into French by "sans trop le savoir" or "sans trop le connaître." In the second version, however, the direct object pronoun "le" represents "père" rather than "it," since the French does not have a neutral object pronoun of its own. And yet the French original is not ambiguous because of the semantic nuance of *savoir* as opposed to *connaître*. In other words, the English uses its neutral pronoun *it*, whereas the French uses the two complementary equivalents of *know* -- *savoir* and *connaître* -- to express the same idea with the same degree of precision. Again, a distinction which is, as we all know, very hard to learn, and what is more, to activate, becomes a meaningful instrument of expression in a living context.

Quite often, the images of the original are lost, but sometimes they are transformed according to certain chains of associations, as in the following example: The somewhat vague beginning of sentence *3* "C'est une chose immense" has been translated into "It is an immense awakening." In the retranslation, the idea of awakening has provoked that of "(bad) surprise" or "disillusion." Result: "C'est un désappointement que de se trouver soudain seul" against the initial "C'est une chose immense."

Before we review the results of this analysis, I would like to discuss another sentence, drawn at random from *Paris Match*; the context is rather obvious:

Original: Ainsi, du plan politique, le scandale Watergate est passé brutalement cette semaine au plan judiciaire.

	English translation:	French translation:
1	So the Watergate scandal has brutally passed this week from the political level to the judiciary level.	Et puis le scandale Watergate a passé brutalement cette semaine du niveau politique au niveau juridique.
2	Thus, this week the Watergate scandal passed brutally from the political department to the justice department.	Ainsi cette semaine le scandale du Watergate passe brutalement au système judiciaire.
3	So, on account of the political plan, the Watergate scandal passed brutally to the judiciary plan this week.	Ainsi, le plan politique, le Watergate scandale passe brutalement au plan judiciaire cette semaine.

4	Therefore, for the political scheme, the Watergate scandal passed brutally, this week to the judiciary scheme.	Donc, pour le plan politique, le scandale Watergate s'est passé brutalement cette semaine au plan judiciaire.
5	So much for the political scheme, the Watergate scandal passed brutally this week to a judiciary scheme.	Tant pour le schéma politique, le scandale Watergate passait brutalement cette semaine au schéma judiciaire.
6	So, a political scheme, the Watergate scandal, goes on brutally, this week, a judiciary plan.	Ainsi, un projet politique, le scandale Watergate continue brutalement, cette semaine un projet judiciaire.
7	Therefore our government is seeing that the Watergate scandal passes justly through the judiciary branch of our government this week.	Ainsi il faut que le scandale Watergate reçoive la considération juste de notre gouvernement cette semaine.

The last translation (7) shows only what can happen in the mind of a loyal Republican and has no further linguistic interest for us.

1. We notice the same instability in the translation of tenses as above: two English versions have already present (6,7), in the retranslation there are already four (2,3,6,7). Aggravating factors are of course the "options" in French: imperfect, compound past and the two auxiliaries être and avoir. Out of seven versions on the French side only two are identical, which is, considering the simple verb form, a sobering experience in a third year course.
2. But the major difficulty in this sentence is a semantic one. Only versions 1 and 2 have found a somewhat adequate translation for the specific meaning of "plan" in the expression "sur le plan...." Version 1 has "level," which is not exactly "plan," because it suggests a hierarchical structure between what really is only two different spheres. Version two tries "department," which sounds like a good choice, only in the second instance it leads to "justice department" and that is of course not intended. The retranslation tries a compromise with "système juridique" which does not satisfy either way. The other attempts like "political plan," "political scheme" speak for themselves, and so do the retranslations "projet" and "schéma."
3. Finally, there is one syntactical matter of interest. Apart from the auxiliary and the nuance between "plan" and "niveau" already alluded to, the first translation seems very adequate; but there is a dif-

ference in rhythm, one of the most difficult things to explain. The original follows a pattern which occurs quite frequently in French: after an initial conjunction an adverbial complement gives the sentence its general direction and then only follows the subject, the predicate and the rest. In our example the complement between commas marks a point of departure ("du plan politique"), then occurs the movement ("est passé") and finally the target, the point of arrival ("au plan judiciaire"). The result is a balanced, almost symmetrical sentence, whereas the retranslation accumulates all the complements in the second half and is much less satisfactory. To explain these subtle values, it is very helpful to have a concrete example, produced by the students themselves. The comparative method provokes questions quite naturally and it becomes possible to isolate stylistic patterns in a very meaningful way.

In order to structure this presentation a little it might be useful to classify the most frequent variants and mistakes that occurred in a number of similar exercises.

a) Deterioration of the text. Images and other nuances of the text disappear, mediocre translations tend to impoverish the original, to reproduce only its skeleton, its general idea. For both, the student and the teacher, it is much less tedious to preach precision if the retranslation shows the effect of this intellectual laziness.

b) Erroneous translations, especially those which are not grammatically wrong, alter the meaning of the sentence. Here again, the "proof," the evidence, facilitates the instructor's task considerably.

c) The misunderstanding, the excusable mistake, which often inverts the meaning.

d) The interpretative translation. Normally it represents a positive effort, but it should be remembered that the best translator is the one who disappears behind his work.

e) Loss of the idiomatic expression. In this respect, it would be easy to align dozens of examples. In analyzing these translations one becomes aware that the everyday language is full of little idioms and that another language seldom has a direct equivalent. Most of our students know idioms only passively and are reluctant to use them. The difference in quality between an "idiomatic" and a "non-idiomatic" version of a given text is very easy to demonstrate.

There are of course open questions and limits to this method. As a last example I would like to quote the transposition of an image: The sentence "Toi aussi, tu passes par ces heures que j'ai connues" has been translated into "You too, now endure those times which I have experienced." Retranslation: "Toi aussi, tu passes sur la même route pénible où je suis passé." It is probably the word "endure" that has provoked the new image which seems quite appropriate. But if we accept this "translation" we can no longer claim that the ideal translation should permit the reader to come as close to the original as possible in the retranslation. The translation which transposes a given image into another one would then not be treason, provided that the new image, furnished by the target language, conserves the particular accent of the original. Seeking a new image can mean to shift the focus of a text taking into account the form of the new mould, the target language, and to a limited extent the personality of the translator who is always a bit of an author at the same time.

The study of these chains of association is of the highest interest. It can lead to speculations of a very different order. Does not exactly the same thing happen whenever an ancient image is re-used and modified by an author? Or when a myth or a poetic theme is passed on and developed from one generation to the next? Which is the original part added by each hand? Is there an inalterable substance at the basis of a concept, and, to return to our original subject, how do these questions apply to lexicology and synonymy? The method of basing these analyses upon concrete texts which are provided by the students themselves stimulates their interest considerably. However, it is the whole concept of translating which has to be brought into focus again. To converse, to read and to write in a foreign language is without doubt a worthy goal. But in the middle of all this infatuation with the direct method, in view of our countless course books emphasizing reproduction and repetition and which square so well with the shiny hardware of our language laboratories, let us not forget that the training to repeat a sequence of foreign sounds and the initiation into a certain technique in doing this, cannot suffice. They ought to be complemented by a sustained intellectual approach, obliging the student to compare the concepts of the two languages in question, to discover his own language at the same time as he studies the foreign idiom. In order to do this in the described way, he does not need a laboratory, not even a library. Once he is acquainted with this method he can do it all by himself, with the help of any foreign newspaper, a dictionary, and, of course, his own will to learn and to improve himself.

Notes

[1] Ulrich Weisstein, Einführung in die vergleichende Literaturwissenschaft, Stuttgart, Kohlhammer, 1968, p. 113.

[2] Quoted according to Georges Poulet, La Conscience critique, Paris, Corti, 1971, pp. 155,56; this text has been chosen at random. It will become clear that virtually any text can be used provided that it is appropriate for a certain level of performance.

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THE EFFECT OF INTERNATIONAL PROGRAMS ON ON-CAMPUS FOREIGN LANGUAGE ENROLLMENT

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Central Washington State College

Before entering into a discussion of the principal topic of this presentation, I would like to give some background information on the Program in Mexico of which I am currently Resident Director.

The Northwest Council of Colleges' Mexico Program began in Puebla, in the fall of 1970, as a joint venture between Central and Eastern Washington State Colleges. After one year there the location was moved to Guadalajara, capital of the state of Jalisco and Mexico's second largest city, where it has remained since. We are currently completing our third year at the present location. Enrollment figures have increased dramatically from year to year, as I will demonstrate in a few minutes.

The Program continued to be a project of Central and Eastern until Winter Quarter of 1974, at which time Western Washington State College and Linfield College of McMinnville, Oregon joined. Grand Valley State College of Allendale, Michigan is coming into the Program effective Fall Quarter of this year, which will make a total membership at that time of four state colleges and one private college.

I must emphasize that the Mexico Program is not primarily a language program. That is, it is not principally designed to serve Spanish majors or potential Spanish majors. It is, rather, designed to serve a much broader segment of the student body. A look at the courses offered will perhaps best illustrate this point. This year, as an example, we have taught classes in anthropology, art, biology, literature, economics, history, Latin American Studies, political science, geology, psychology and sociology, as well as Spanish. Courses offered in Mexico are primarily of the type which can be used to satisfy breadth, or general education requirements, although in the areas mentioned, upper division courses are available which in many cases may be applied to the student's major or minor. We even have some students -- mostly local residents of Guadalajara -- who hope to complete a Spanish major, with a Latin American Studies minor, without ever coming to Washington.

Classes offered at the Mexico Center are almost exclusively related to the location. That is, the anthropology, political science, etc. are of Mexico. In choosing our faculty and courses, one of our primary criteria is always the applicability of the classes proposed to the site.

I mentioned a moment ago that the Program is not designed specifically for Spanish majors and is not fundamentally language oriented. Nevertheless, Spanish is given more emphasis than any other single discipline. The only requirement with regard to one's schedule in Mexico is that he enroll in at least one five-hour Spanish class. We do not at this time require Spanish as a prerequisite to participation in the Program and as a consequence a substantial percentage of our students -- as many as 50% or more -- take beginning Spanish there. We do encourage students to take at least a quarter prior to leaving for Mexico and more and more of them are doing so. Also, when we have more applications to the Program than we can accommodate, we give preference to those who have previous experience in the language.

While we are not primarily a language program, we do offer much more Spanish than any other subject. This quarter, for example, we are offering 20 classes, ten of which are Spanish, from first quarter through fourth year. In addition to this, many of the other classes are so designed as to create both a desire and a need for the ability to better communicate in the native language of the local citizens. For example, last quarter Dr. Dick Sampson of Eastern taught a psychology class in childhood and adolescence of Mexico. As part of the course his students taught English and supervised a variety of activities at an orphanage and at a school for underprivileged children. This gave them almost daily contact with fairly large numbers of children with whom they of course had to communicate in Spanish -- even though some of them were taking their first quarter of a foreign language. Professor Reino Randall of Central, to cite another case, had between 20 and 30 arts and crafts students placed in artisan shops throughout the city, working under the direction of master craftsmen at such things as weaving, jewelry making, pottery and glassblowing. Again, the contact was with a non-English speaking individual and whatever communication took place was of necessity in Spanish.

Experiences such as these, in addition to the Spanish classes themselves, living with Mexican families, and simply being in Mexico, have tended to increase the over-all interest among our students in Latin American Studies and in Spanish. The result, as indicated in the accompanying charts, has been an increase in the on-campus enrollment in Spanish -- in addition to the enrollment in the Mexico Center. The combined numbers result in a truly dramatic upswing in the numbers of students studying the language. This in spite of a substantial decrease in the over-all numbers of students on campus and a declining enrollment in foreign languages in general.

It appears evident, then, that the foreign study program has demonstrably increased the interest in the study of Spanish on our home campus. We had some apprehension in the beginning that the student who would have taken the language anyway might go to Mexico to do so, resulting in a loss to the campus enrollment. No doubt this sometimes happens, but the increased interest generated has obviously more than offset it. I feel certain that the department is gaining in every way possible. We are getting many students in beginning courses who wish to get a basic background in anticipation of participating in the Program. We also get substantial numbers who have enjoyed the experience there enough that they want to continue with the language when they return home. Inevitably, a few majors and minors will also be generated. Of course the student who would have been a Spanish major or minor anyway is given the opportunity to enrich his experience by spending a quarter or more in a country where the language is spoken.

A spin-off advantage to both the department and the College is that we get quite a few students who enroll through Central and the other participating institutions just so they can go to Mexico. Of the 99 students registered through Central last quarter, for example, 45 were not actually Central students. Twenty-four were from the University of Washington, four were from community colleges and seventeen were from other states or from Mexico.

The charts which follow will illustrate what I have been saying with regard to enrollment figures. There are three categories in the information. First, the enrollment in the Mexico Program itself, secondly the on-campus Spanish enrollment and, finally, the over-all enroll-

SPANISH ENROLLMENT AT CENTRAL WASHINGTON STATE COLLEGE

IN STUDENT CREDIT HOURS

	1967-68		1968-69		1969-70	
	SCH	% OF COL. TOTAL	SCH	% OF COL. TOTAL	SCH	% OF COL. TOTAL
Fall	649	.83%	762	.79%	724	.69%
Winter	461	.57%	533	.56%	604	.57%
Spring	459	.60%	419	.46%	432	.42%
Average	538	.67%	571	.61%	587	.56%

		1970-71		1971-72		1972-73		1973-74	
		SCH	% OF COL. TOTAL	SCH	% OF COL. TOTAL	SCH	% OF COL. TOTAL	SCH	% OF COL. TOTAL
Fall	(campus)	889	.79%	883	.79%	869	.87%	880	
	(Mexico)	20	.02%	35	.03%	330	.33%	183	
	(total)	909	.81%	918	.82%	1199	1.20%	1063	
Winter	(campus)	499	.43%	786	.72%	692	.70%	852	
	(Mexico)	220	.19%	310	.29%	485	.50%	480	
	(total)	719	.62%	1096	1.01%	1177	1.20%	1332	
Spring	(campus)	605	.56%	612	.61%	865	.97%	825	
	(Mexico)	60	.06%	180	.18%	335	.40%	290	
	(total)	665	.62%	792	.79%	1200	1.37%	1115	
Average	(campus)	664	.59%	760	.71%	809	.85%	852	
	(Mexico)	100	.09%	175	.16%	383	.40%	318	
	(total)	764	.68%	935	.87%	1192	1.25%	1170	

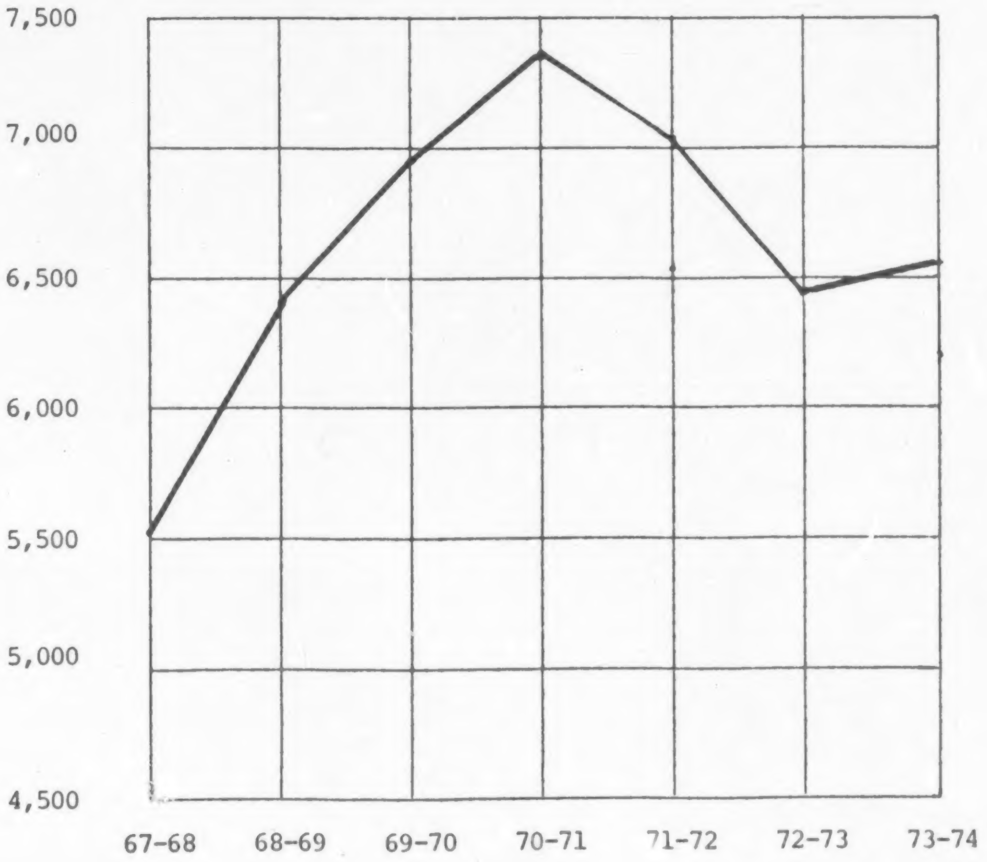
CENTRAL WASHINGTON STATE COLLEGE ENROLLMENT

	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Fall	5,701	6,490	6,927	7,536	7,425	6,687	6,434
Winter	5,567	6,360	7,018	7,422	7,150	6,512	6,563
Spring	5,299	6,229	6,811	7,132	6,675	6,147	6,609
Average	5,522	6,360	6,919	7,364	7,073	6,449	6,535

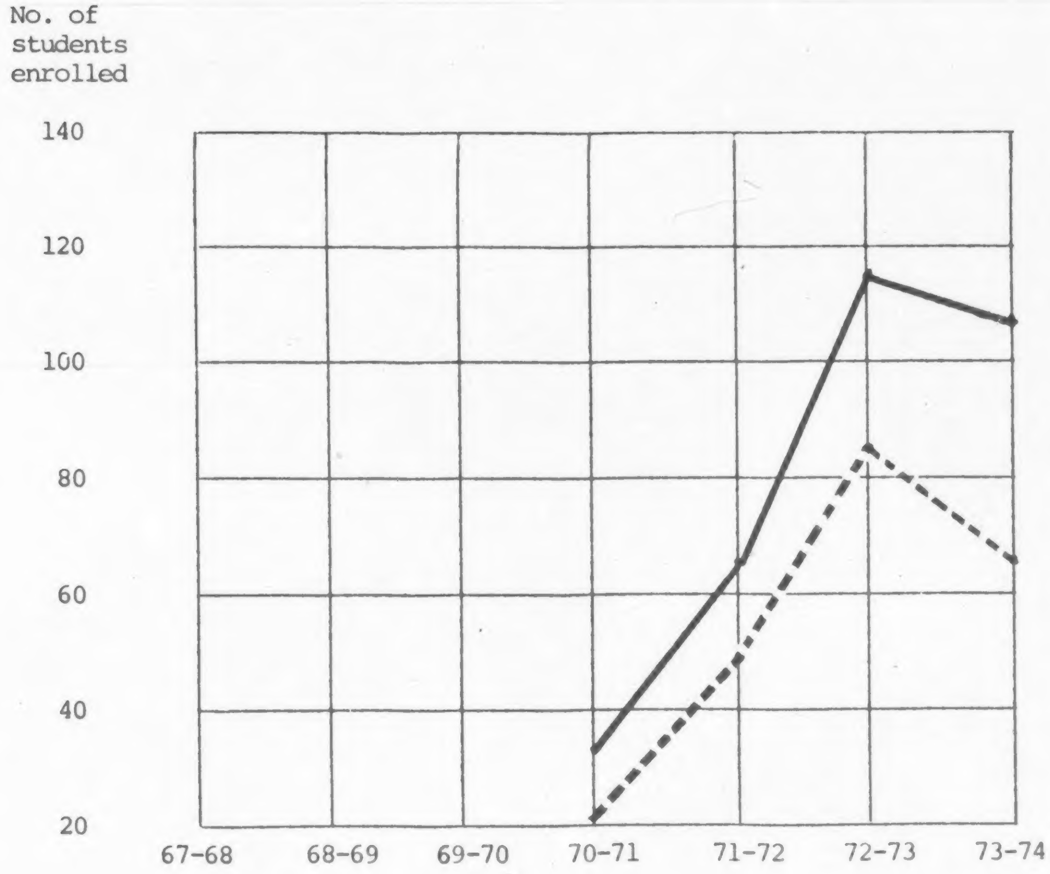
ENROLLMENT IN THE MEXICO PROGRAM

		1970-71	1971-72	1972-73	1973-74
Fall	(CWSC)	4	11	68	44
	(EWSC)	14	12	19	20
	Total	18	23	87	64
Winter	(CWSC)	46	88	107	99
	(EWSC)	11	25	45	41
	(WWSC)				12
	(LINFIELD)				16
	Total	57	113	152	168
Spring	(CWSC)	12	45	82	56
	(EWSC)	11	13	23	22
	(WWSC)				13
	Total	23	58	105	91
Average	(CWSC)	21	48	86	66
	(EWSC)	12	17	29	28
	Total	33	65	115	108

AVERAGE ENROLLMENT AT CENTRAL WASHINGTON STATE COLLEGE



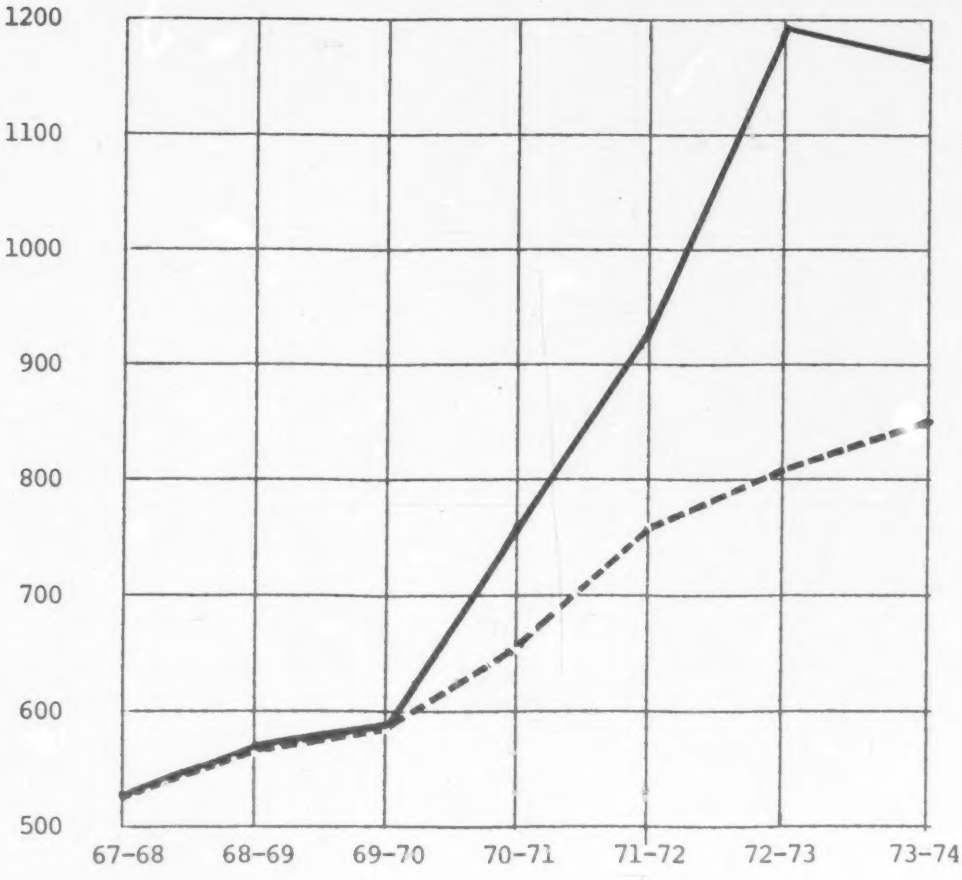
AVERAGE ENROLLMENT IN THE MEXICO PROGRAM



- - - - CENTRAL WASHINGTON STATE COLLEGE

—— TOTAL

SPANISH ENROLLMENT IN STUDENT CREDIT HOURS
AT CENTRAL WASHINGTON STATE COLLEGE



——— AVERAGE SPANISH ENROLLMENT--INCLUDING MEXICO

- - - - AVERAGE ON-CAMPUS SPANISH ENROLLMENT

ment at Central. The latter figures are provided for a comparison between the over-all enrollment and the enrollment in Spanish.

It can be seen from these graphs and charts that, while the College has suffered a 12-15% decline in enrollment since 1970-71, Spanish enrollment has increased by approximately the same percentage, again without taking into account those student credit hours produced in Mexico. If they are included the increase approaches 100%. Of course all the credit hours produced are accredited to the College as though they had been produced on campus. The students in Mexico receive resident credit from the school they enroll with. I have separated the figures by location simply because I wished to point out the effect the Mexico Program has had on the enrollment in the Foreign Language Department itself -- that is, on-campus. I do not mean to imply that the Mexico Program is totally responsible for the increased enrollment. It would probably be impossible to demonstrate exactly the correlation between the two, but it seems obvious that it has had a very significant effect.

In summary I should like to point out that we feel that an International Studies Program such as we are operating in Mexico should ideally benefit the faculty of the participating institutions as much as the students. For this reason we actively encourage faculty participation from any department interested in cooperating with us by freeing one of its members for a quarter or more to teach in the off-campus program. Of course faculty selection must of necessity be determined largely by the applicability of the proposed courses to the particular foreign study program. We have thus far maintained a fairly even balance between U.S. and Mexican professors. We currently have four U.S. and five Mexican faculty members. Last quarter the count was eight U.S. and six Mexican. In long range benefits to the institution, faculty participation is probably even more important than the numbers of students involved since the faculty member will return to campus hopefully better prepared for having had the experience of teaching abroad, and in most cases, having had direct contact with an area pertinent to both his interests and the subject he teaches.

This discussion has been based fundamentally on Central's enrollment. I could have made a similar comparison with Eastern but their enrollment figures were less readily available to me. Nor have I made a comparison with enrollment figures in other foreign languages at Central. Each of you can make a comparison between the figures I have presented and those of your own particular department and language and draw your own conclusions. I am personally convinced that foreign study programs are a very important part of our curriculum and will increase dramatically our students' awareness of and interest in languages and cultures other than their own. Hopefully we will be able to expand to countries speaking other languages in the near future. The easiest and most practical way to maintain and expand such programs is, I feel, through cooperative ventures such as that undertaken in Mexico by the Northwest Council of Colleges.

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KEYNOTE SPEECH

COMMUNICATION, CULTURE AND THE CLASSROOM

Kenneth J. Northcott
University of Chicago

In a few days, here in Spokane, Expo '74 will open its doors to a host of world travelers, most of whom will have to speak English, use an interpreter, or perish. Perhaps, this simple fact, more than anything else, will serve to highlight the state into which the study of foreign languages has fallen in the United States today. The imperialist, and I use the word advisedly, attitude of "Well, if the fellow doesn't speak English, then what's the point of talking to him" which used to caricature the Englishman's attitude in the nineteenth century towards foreigners, has been adopted by the United States and developed beyond the wildest dreams of even the most chauvinistic Englishman.

More and more schools are giving up the study of foreign languages until we may speak of "widespread abandonment of them," though Spanish is probably holding its own in the larger cities. Teachers of languages grow daily more depressed, the study of languages at colleges and universities has declined in favor of linguistics or courses in literature taught in translation, and a gloom spreads across the profession which seems headed on a collision course which will spell disaster for all those who twenty, ten or even five years ago still believed that the study of foreign languages was an integral part of the curriculum of a humanities course. Unfortunately too few of these people articulated the reason why this should be so; in some cases, perhaps, because they had never considered the question. Forgive me, if what I have just said sounds like an exaggeration, in some sense it is, but like all such characterizations it contains a large element of the truth.

In the face of this, we might go on to ask, "Why on earth then are we bothering to meet here in the face of such odds? Should we not be off somewhere else preparing ourselves for a new career, or investigating the intricacies of unemployment pay? What dirges should we be singing at this wake?" I know that many members of our profession feel this way, but personally I still believe, perhaps with an egregious optimism, that although eleven o'clock has long since struck, it is not yet quite midnight. As the Austrians are reputed to have said on many occasions during the last unpleasantness in Europe, the situation is hopeless but not desperate (and as desperation is the crime against the Holy Spirit, and unforgivable, we must not ourselves fall a prey to it!).

So, this morning I want to talk about what I see as some of the causes of our present predicament and of some of the things which are being done and can still be done in an attempt to remedy it. Many of these things are, however, going to involve a change of heart and attitude on the part of teachers, students, parents, and most importantly, of those who train teachers. During the past two or three years, I have been much involved in the consideration of language problems, both in connection with a new Master of Arts in Teaching program in my own German department at the University of Chicago and also in my capacity as chairman of the American Association of Teachers of German's Task Force on Competency-Based Teacher-Training. It is as a result of what has been done on these two fronts and what remains to be done that I come here today to outline some possible solutions and to give you some practical examples of what we are trying to do, at least in German, and I hope and believe that similar solutions can be found in other languages.

Before we turn to these matters, however, there is a prior question which has to be answered and that is: "Why learn a foreign language at all?" After all we can communicate with our Expo visitors, since most of them will have learned English. They will not starve and even if they cannot enter into intellectually challenging discussions with the inhabitants of Spokane they will be able to order a glass of beer with no difficulty. This is an attitude which, as we well know, is very prevalent among students, among parents and often, regrettably enough, among those of our colleagues who are not concerned with the teaching of languages. It is an attitude which to me sees the level of real or intended communication as a very low one indeed. "But," it may be said, "very few people can master more than one foreign language to the point where they can engage in significant intellectual discussion, so that if, for instance, someone who only knows German meets a Frenchman he is no better off than if he had not learned a language at all." In a practical sense this is of course true, but I believe that this practical consideration is less important than what I shall term an abstract sociological advantage from learning languages. I am not of course disputing the fact that practical language instruction is essential for diplomats, for businessmen and others who have to deal with other cultures, or that China, when it becomes the world power it is destined to be, will probably not want to use English as a lingua franca, or that much of the Third World will continue to regard English as the language of imperialism for many years to come and may find it distasteful to have to carry on their business in it. I believe however that it is in communication on a more serious level that the matter becomes crucial. I firmly believe that until an effort has been made to learn another person's language (in the broadest sense) and until we have shown sufficient concern for a person, who differs from us linguistically and culturally, to want to learn his language we shall never care deeply and sufficiently for anyone to want to communicate at any but a superficial level. We may fail in our efforts to learn the language, but at least we shall have tried and have seen in our attempt the reasons for doing so.

Once more I imagine I hear a sigh as this is regarded as an exaggeration, but again I believe that there is an essential and important truth in what I have said.

It is only when we have understood the problems inherent in trying to use another language and express our thoughts and ideas in it (as apart from our material wishes) that we can have some appreciation of the problems which a foreigner has in addressing us. Indeed, I would go even further and say that only then do we begin to have some appreciation of the problems which face those people within our society who express themselves linguistically differently from the way in which we do, but who still need to and try to communicate with us -- all too often to be rebuffed. I sometimes wonder how we can ever avoid massive misunderstandings at the personal, the social, and the political level if we have not tried to understand what stands between the speaker of a foreign language and his ability to communicate with us in our own brand of language.

"But," it will be said,"there will always be experts, interpreters who can serve as go-betweens." Perhaps there will, perhaps in the way things are developing, there will not, at least not on this side of the Atlantic. In any case there are situations where there is no substitute for direct expression if real communication is to be established.

I have no pretensions to be a sociologist or anthropologist but it does seem to me that we are moving away from the Toynbeeesque painting of vast threads of causality in human history, towards a greater concern with cultural details. Try as we may to normalize, by computer, by mass production, by rigid social forms, there is always a healthy reaction which expresses itself as particularization. For this reason I cannot espouse the idea of, for example Esperanto, of a lingua franca for everyday use, such ideas are chimerical. However much it may amuse the historian to draw brush strokes on his historical canvas, the fact remains that the individual still seeks his individuality and that that individuality is to a great extent expressed precisely in his own use of his own language.

It is also abundantly clear that we have reached a crucial point in world history and in the distribution of reducing resources: the next centuries, like it or not, will be crucial for our survival. They will be centuries in which there will be an ever-increasing need for a clear understanding of everyone's problems and an appreciation of cultural differences, and they will be centuries in which we shall have to retreat from strongly entrenched positions, material, social, and political as well as to start to understand nuances of behavior which these differences represent. We shall, too, have to understand a foreigner's dismay at our own difference from him. These are, on the face of it, simplistic examples but I believe that they serve to stress a deeply-rooted connection between language and culture. A connection which we are only now beginning to perceive in its entirety.

It is not of course merely that we gain a new perspective on our own culture by exposure to another, but also that we may in certain circumstances be prepared to modify our own point of view through our access to another culture. Here, though, we must tread carefully in presenting our case. How quickly we may run into prejudices if we voice such opinions too loudly. How rapidly voices will be raised which will tell us that we are being subversive of the American way of life, which was, at least until recently adjudged by most Americans to be the only possible one. Perhaps recent events may have opened some eyes to the possibility that all is not absolute perfection, and that there might be some possibility of change.

The question now arises, "How can we most successfully achieve these insights into another culture?" We may even persuade people that our arguments are sound and that the advantages to them and to us are sound ones. "Why not," they may say, "take a swing through twenty capitals and absorb the culture by some strange process of intellectual osmosis?" We, here, of course know the answer to that one, but can society at large be persuaded of it? Or, at the other end of the spectrum, should we rely in our pedagogy on the "literary masterpiece"? Should we hope that the young people of today, in the stereo/TV age and handicapped as many of them are by their lack of background in reading, even in the literature written in their own language, will somehow absorb and understand the cultural tradition and the present-day culture of a society merely by reading its literature? Neither of these paths, I believe, is the right one. In the one case we shall achieve nothing but the most superficial of overviews, in the other there lurks, perilously close to the surface, the deadly and omnipresent danger of boredom, the greatest hazard facing teacher and student.

Having mentioned the word "boredom," I should like to digress for a moment and try to look more closely at some of the reasons for the falling off of interest in the study of foreign languages. It does not all rest on a xenophobic isolationism and to imagine that that is the root cause is to blind ourselves to many a painful reality. Until we grow more and more honestly aware of the reasons our search for solutions will inevitably be frustrated. I can here only suggest some of the roots of our trouble. Some of these are obvious, but I shall ask you to bear with me while I reiterate them. We have clearly moved in education, in common with all other social institutions, towards a higher degree of permissiveness in our high school and particularly in our college curricula. Let us not forget for one moment the effect which changes in college curricula have upon high school curricula, and, more importantly, the effect of a change in or dropping of requirements. The word "requirement" if not actually dirty, is at least unclean, since requirements run counter to our current view of permissiveness.

Frankly, I have some sympathy for this point of view, for I do not believe that salvation can or should be forced upon anyone. Many years ago, I said, much to the concern of some of my colleagues, that anyone who was teaching a group of students a subject in which they had no interest, merely so that he should keep a job was going to find his pedagogical position hard to sustain. I believe that much of the student dissatisfaction of the late 1960's derived from the faculty's inability to justify what it was doing in the academy, but that is another point. It is also hearteningly true that in the past two years there has been a perceptible increase in the number of students learning languages in colleges, many for some of the reasons which I have outlined. Unfortunately, this does not seem to have had a marked effect upon the high schools. It is in the high school or even earlier, on the other hand, where the first interest in learning about other cultures and in learning of the need for real communication has to be fostered. It is also a practical fact that the rote learning inevitably associated with language acquisition can be done more easily at a younger age. I would certainly not advocate a return to the old notion that learning a language is a good "discipline" for that seems to me a very wrong and dangerous approach, but I would like to see a little more subtle persuasion; I believe that the best mode of persuasion is to have a first-class teacher do a first-class job of teaching. That teacher will attract students to his subject no matter what, but this requires improvement in training, and incidentally a more knowledgeable attitude towards foreign languages than I fear exists on the part of many school boards, and college administrations.

Foreign languages still tend in many instances to be the plaything of administrators, who remain pathetically unaware of the subtleties which surround language instruction and will often permit undertrained faculty to take over language courses. There is little that even the most experienced and outstanding teacher can do to undo the damage which an initial exposure to bad or lackadaisical teaching of a language can do to a child. Ionesco's parody of a math lesson in La Leçon comes regrettably and uncomfortably close to many a beginning language class. I repeat that there is never any substitute for the dedicated stimulating teacher using all the resources at his or her command and always holding out the promise of greater and greater satisfaction from the continuing study of the subject matter at hand. My question has to be, "how often have we achieved this standard of inspiration in our teaching of foreign languages?"

This brings me to my next major point and that is one which concerns the training of teachers. Here I believe that a great deal of blame must be attached to colleges and universities (not all of them by any means, but to many of them) for their attitude towards this difficult, and disputed, question of the best way to train a teacher. I believe either that we have too often been concerned with "research" to the exclusion of the development of really first-class programs for teacher training, or that the potential high school teacher has not been regarded as of the same importance as the doctoral candidate. Too often programs have been developed which in the area of subject matter deal half-heartedly with a little literature but without precision or focus. When courses on the cultural background to language studies have been offered they have either been skimpy surveys taught by unwilling junior faculty because senior faculty are uninterested in them, or else they are taught by nostalgic expatriates who expatiate on the charms of the landscape, the quality of the cheese, and the costume of the inhabitants. These were hardly matters of urgence or interest to an urban or, for that matter, a rural child, and, more importantly, hardly matters which are likely to fire the potential high school teacher with a tremendous and glowing enthusiasm for his subject. My power of exaggeration is by now abundantly clear to you all, but our situation calls for dramatic action.

I believe that until the high school situation has been clarified and improved there is little hope that there will ever again be a large increase in undergraduate or graduate enrolment in foreign languages. The loss of this interest at the higher and more advanced level will be felt all the way along the educational line and society will have lost a powerful part of its already deeply embattled humanistic tradition, and important aspects of our social and political life will have been imperilled, if not irrevocably lost.

If we are to turn the tide, the high school teacher must have the sense that he is receiving as good an education and as good a preparation for his profession as the doctor, the lawyer or the librarian. The training of teachers has to be re-evaluated and seen as being of the same importance and significance to the academic enterprise, the total academic enterprise, as the pursuit of the comma in Goethe's Faust or the false quantity in Virgil. Unless we face this fact foreign languages will be doomed.

It is now that I should like to turn to the suggestions which may be made for new modes of high school teacher training which will lead to a heightened interest in and awareness of the significance of the study of foreign languages on the part of students. I shall then speak of the new MAT program at the University of Chicago which I think is designed to remedy some of the defects of earlier programs.

It will have been clear, I think, from the foregoing that I believe that the basis for the training of a foreign language teacher should not be the acquisition of a painful reading knowledge of the language. The first prerequisite if that teacher is really going to inspire a student is the ability to communicate easily in the language of instruction. Without this ability, the dynamic living sense of language and of the fact that this is a language in which people communicate their highest and their lowest thoughts, can never be successfully conveyed to a child. Questions of whether native speakers or American-trained faculty make the better teachers of the beginning language I will leave aside, there are points on both sides. If then we take for granted the acquisition of a fluent knowledge of the language in writing, speaking, and understanding, what else shall we see as requirements for the successful high school teacher and so for the successful high school program in foreign languages?

At this point we have to consider, to some extent, the market. In a permissive society, children have become used to having their views considered, whether there is an implicit demand for this. I believe that unless the implicit and reasonable demands are met then students will become "bored" with the learning of a foreign language. It is a regrettable, though nonetheless true, fact that the average American teenager is not "turned on" by Goethe's Faust or by Racine's Brittanicus and this is a fact which we simply have to recognize. This is not to say that we should not still introduce students to such works and indeed study them, in the hope that gradually light will dawn, but rather to say that these should not be the only subjects which a student is called upon to study.

The more practical considerations for the achievement of at least some of the aims which I have so far presented fall really into three parts. What knowledge and competence should we look for in a high school teacher of language, or for that matter in the college teacher involved in the first years of language instruction? What competence do we hope to find in a student who has studied the language? How shall we go about training people to fulfill these prerequisites? I shall be talking, as I mentioned before, on the basis of my work with German, but at least through the American Association of Teachers of German we have learned of similar interests on the part of Romance and Slavic language teachers. One aspect which I shall not deal with, and this is probably the most difficult one, is the testing of competence; this is a separate issue and it is still the problem which has to be faced by the profession as a whole.

At the outset let it be clear that I do not wish to suggest in any way that there are not many, many teachers who already enjoy these competencies and many more which I shall outline. In looking at the needs for new programs for teachers there seem to be four readily identifiable areas in which a teacher should show competence and interest, and I emphasize the burning need for a real awakening of interest in all these areas. The areas are language skills, culture, pedagogy and a commitment to professional organizations like the one which is assembled here this morning. To a large extent the competencies overlap between teacher and student.

The areas of language skills are, I suppose, self-evident, though the emphasis may vary from one person to another. Clearly a teacher must be able to understand, speak, read and write with fluency in the language which he is teaching. I often feel that the acquisition of competence in understanding is one of the most difficult aspects of the acquisition of a language skill. It is possible to read texts of marked difficulty with the aid of a dictionary, it is possible to speak and write with the vocabulary at our disposal, but it is not possible to require the interlocutor to reply to you with the vocabulary which you have at your command -- he simply does not know what your limitations are. Yet all of us know that the real spur to learning a language is the ability to acquire, as soon as possible, this understanding of what a native speaker is saying to you. It is for this reason, as you will see, that special emphasis upon the language side has been laid in our MAT and we have taken quite radical steps to achieve this rapid ability to function in the language which is being acquired. Incidentally, the language acquired should also not by any means be restricted either to the mundane everyday language of the café or the railroad station, nor to the language of *belles lettres*; other aspects of the language, say a legal document, a newspaper, a bureaucratic order and, for more advanced students, the language of science or research should also be considered. The ability to skim through a newspaper article and get the gist of it is also a very important one to acquire in any contact with the day-to-day culture of another country. These are aspects of language all too frequently overlooked. Even small things like the correct form of salutation at the beginning and end of a letter become important aspects of the ability to communicate successfully with other and perhaps more formal people. It was years before I had mastered *veuillez agréer cher monsieur l'expression de mes sentiments les plus sincères* or *dévoués*, or whatever, I simply did not learn it at school and yet it is cardinal in dealing with certain types of Frenchmen by correspondence.

Most of this is familiar ground, what is much harder is the determination with any specificity of those aspects of the culture of a country which can be conveyed and transmitted in a classroom situation, though here I believe that a lot can be done, by film, by rôle-playing and by sheer instruction, as long as the instructor is himself familiar with the *mores* and customs of the society about which he is talking. This familiarity can usually only be acquired by a sojourn in that country and by frequent return visits -- the speed of change in socially acceptable norms need hardly be pointed out. A general background in the history and geography of the country is an essential. Geographical divisions and their relationship, for example, to religion are of the utmost importance in determining certain expectancies on the part of a stranger. It is, however, in the realm of society that more difficult and yet at the same time more fascinating problems present themselves. We have to know, if we are to communicate, not only the intellectual but also the everyday things which make a foreigner "tick," we need to know something of his conception of what is honorable, what are his attitudes to public servants, to shopkeepers, to superiors and inferiors, and we have to bear in mind that not all societies are as nominally egalitarian as the United States. We also need to know about social customs, when do you take flowers to your hostess?, how do you appear at a wedding or a funeral and not bring pain to the participants?, how do you behave in a queue for a bus? and indeed when can you become righteously indignant at being exploited as a foreigner? Trite as much of this may appear, it is nevertheless in these areas perhaps more than any others that we are initially judged in a strange environment and in which our behavior can most readily lead to a temporary or permanent inhibition of communication.

Beyond this, our knowledge of the political and religious organization of the country is of paramount importance if we are to engage in discussions of the problems which face the country. We should know, for instance, of the still almost psychotic fear of inflation which the Germans have; for 1923 is still very much alive in the popular consciousness even though there may be few adults left who lived during the great depression. The legends and myths of modern events are no less alive than older ones.

We have to know about the standard of living. What is the meaning of the acquisition of goods which in the United States may be taken for granted? We must learn not to judge people on the basis of a lower material standard of living than our own. How are people trained for jobs?, what is the employment structure?, who goes to the university? What are their expectations at the university?

Beyond this we need to acquire some fairly fundamental knowledge of social structures and their historical perspectives. This is probably the hardest area of all since it is the one which is most prone to change, though perhaps more superficially than fundamentally. What for instance are accepted patterns of sexual behavior?, what is the attitude towards the family?, peer groups?, church? Is there a strong sense of patriotism?, or in the case of Germany, for example, guilt over past historical actions? What are the main differences between rural and urban existence? All the time, too, we have to ask ourselves whether we are aware of these factors in our own society.

Now we turn to the field of intellectual and artistic contributions and I have deliberately relegated this to a lower priority, because I believe that much of what I have said before is not only immediately interesting to the student, but because I also believe that much of what has been said conditions the contributions made.

Of course we have to study the literature of the culture, but it will mainly be the modern literature, in the beginning stages at least. We need, though, to assess the significance of the literary contribution to Culture, with a capital "C," when measured against other arts or intellectual pursuits. German music, architecture and philosophy are, for instance, generally of more artistic significance and certainly have greater universal influence than literature and the graphic arts. Not at all periods, of course, but we should guard against elevating minor works of literature to a place well beyond their merit merely in order to fill out a curriculum.

I realize that much of what I have said may at first glance seem unrealistic and Utopian, but I do not believe that it is as impossible as it sounds. What is essential is that the teacher should be fully cognizant of a range of non-verbal aids, or non-literary aids. By this I am not advocating a massive return to the much abused language lab, but urging the use of films, filmstrips, short-wave radio, newspapers, magazines (both popular and more serious), pen pals -- all of which are available to make the life of the country more actual. Nor should we overlook the importance of treating major historical events which may, to a given culture, be a source of pride -- or the reverse. Students should be aware too of the major scientific contributions which a culture has made. I remember on my first visit to this country, in 1951, being astonished by the question asked me in a Philadelphia store as to whether we had heard of television in England. Since public television transmission began in London in 1936, I found the question, personally, mildly affronting. The influence, for instance, of modern German architecture on the rest of the world is something which the student of German should be aware of. Now there are clearly not materials available to cover all these areas and the potential teacher must be trained to use imagination and skill in developing materials which will capture the interest of the student.

Yet none of this will have any real significance if the teacher is not himself convinced that what he is doing is worthwhile and is willing not only to defend his activity and his profession but actually actively to promote what he is doing. He should be prepared to keep up with the current literature in pedagogical methods, always willing to experiment -- cautiously -- and to innovate where there is a demonstrated need or benefit to be derived from such innovation. He will also be concerned not only with the abstract benefits which can be derived from language, though to me these are ideally the most important, but also with the practical advantages, commercial, diplomatic, academic, of learning the language.

It is this need which has been forced upon the language teacher to justify his existence which makes the situation so urgent. For up till now, or at least until five or so years ago, this demand was not made upon us -- it was simply taken for granted that a foreign language would be a requirement. Nor should we ignore the paradox that this rejection of the foreign languages which we mentioned earlier is actually taking place at a time when more and more young Americans are travelling abroad and have shown themselves curious as to a wide range of alien cultures and modes of living.

To meet these demands the program of which I now wish to speak has been developed, it is experimental in form and has been designed to serve the needs of future German teachers, but I believe that many of its aspects are applicable to other languages. It is, in its initial stages, designed for the student who has just acquired a BA but there seems no reason why it should not in time be adapted, at least in parts, to serve as a "refresher" course for experienced teachers. Central to the idea of the program are precisely those views which I have outlined above that language is the central phenomenon in culture and that teaching language apart from that culture is, at best, artificial and at worst valueless. The program, which takes advantage of the University of Chicago's four quarter system is designed to allow the student to complete nearly two years' work in five quarters, using two summer quarters, and thus effectively only using up one academic year. This is very important in view of rising costs of tuition and the need for students to find employment as quickly as possible. The basic scheme is that students will spend the first summer quarter (June to September) on the University of Chicago campus, the Autumn and Winter quarters at the University of Freiburg and the following Spring and Summer quarters at the University of Chicago.

In the quarters spent at the University of Chicago, students will fulfill education requirements, will study literature and literary methodology and will be given advanced language training. One important feature is that in the first quarter there will be, before the departure to Freiburg, a concentrated language review course which will be supplemental to the main program and will be tailored to meet individual student's needs. These needs will be determined by a placement examination. Thus, for example, if a student is found to be hopelessly weak in his understanding of the use of the subjunctive then special attention will be paid to this. The aim is to ensure that all students, and we hope eventually to have a program for 10 or 12, will have a secure language ability before leaving for Freiburg.

It is the Freiburg section of the course which is the most interesting and the most innovative part of it; the major components of this part of the program will be accented toward both language refinement and knowledge of modern German culture. There will be an initial and further intensive language preparation which will last for four weeks in which emphasis will be placed on both writing and oral/aural skills. It will be assumed that the language course taken in Chicago will have ironed out flaws in grammatical and syntactical knowledge. Particular emphasis will be placed upon setting students into a wide variety of linguistic situations, where they will have to express themselves orally. In addition, visits to theatres and cinemas, listening to radio and television programs will increase their skill in understanding the spoken language. During this period there will be a preliminary introduction to German manners and culture. After this four week period, there will be no specific and ongoing instruction in German, but all instructors will be charged with the responsibility of constantly correcting a student's language, both written and spoken.

At the beginning of the winter semester, study will divide into two forms. One will be attendance at a limited number of lectures at the University, in order that students can get to know German students and learn something of the German University, and concurrently there will be a series of mini-courses organized by the Institute of European Studies and the University of Freiburg on a wide range of German cultural and societal activities.

These courses which combine theoretical instruction and field experience will occupy three-week periods. The first week will be given over to an intensive seminar on the subject to be treated, the second week will consist of visits to institutions or persons, and the third week will consist of an evaluatory seminar for which students will write papers about their experiences. Perhaps a little more detailed example of a possible course will help to show more precisely what I mean. A short introduction to the German legal system might be given in the following manner:

After a short introduction to the system and its constitutional basis, the lecturer would proceed to a discussion of rôles at court, and the rights of the accused in a criminal trial, to which might be attached a special topic on young delinquents and youth courts. Field work would then consist of visits to courts, interviews with judges, attorneys, prosecutors, young people who have been convicted, and with youth workers. Visits to penal institutions and reform schools would also be arranged.

The third week would be an evaluation of the system together with some comparative work on the differences between the German and the American legal systems (Freiburg is especially well-suited for this with its department of Comparative Law) and the advantages and disadvantages of both. Similar courses in Education, Urban Planning, Environmental Control, the Relationship of Society to Minority Groups and Social Welfare would be envisioned. Continuing throughout the period would be courses on aspects of culture which are not so susceptible to this intensive treatment. These areas would be German Literature, German History (with a particular emphasis on Germany since 1870), Theatre, the Media, and Art and Music. In literature the main emphasis will be on contemporary literature, history will be concerned with sociological and political movements. Besides studying contemporary drama students will also study the structure and organization of the theater in both the Federal and Democratic Republics. The media will be examined and analysed by the use of newspapers, movies, television, etc.

Weekends will be spent, in part, in visiting theaters and museums, rural folk festivals, church services, etc. A final eighteen day tour will take students to other parts of Germany both East and West and will include a five day sojourn in Berlin.

The program outlined is of course a very heavy one, but it is assumed that students participating in it will wish to extract the utmost possible advantage from their stay in Germany. The German Academic Exchange Council is offering scholarships for this part of the program, thus showing their concern in improving communications between this country and Germany.

Upon their return to the University of Chicago, students will complete their course work in Education and in German Literature and Language (literature courses will now deal with more conventional subjects, Goethe and Schiller, the Classical and Romantic periods), and they will also be placed in area schools under the aegis of master teachers for a one-quarter stint of practice teaching. During the final summer students will write a MAT paper under the tutelage of a scholar-teacher; papers will generally try to synthesize theory and practice by relating educational theory to classroom problems. During this period attention will be paid especially to keeping alive the language skills gained during the stay in Germany. "German tables," movies, participation in plays and, generally, access to native speakers on the campus will all be used to ensure that upon entering the classroom the student still has the advantages of the intensive exposure to language which they have had in Freiburg.

I have described this program at some length because I believe that the time for action has long since arrived. The members of the profession and their students are not going to be helped by a continuing discussion merely of theoretical principles and hypothetical advantages.

With the program which I have outlined students will be given a preliminary immersion in both German language and culture. They will not have become crypto-Germans proselytizing for the glories of German culture, but rather informed people who by comparative methods will be more able to point out the differences and similarities between German culture and their own; just as a course in contrastive linguistics, which will also be given at the University of Freiburg, will enable them to approach the teaching of language by this means as well as by the more conventional ones.

Through this immersion and the self-confidence which it should give the student in handling his subject-matter it would be hoped that enthusiasm would be generated in the classroom for the language and study of another culture. If, at the high-school level, embryonic programs in area studies could also be developed in conjunction with other disciplines and other experts then so much the better and so much the more fruitful for the whole enterprise.

It should also be emphasized that this program cannot really be regarded as a one-shot deal, since continuing attention to the language and, it is to be hoped, regularly spaced visits to the country whose language is being taught would also be a continuing pre-requisite for the teacher.

The costs of course have to be taken into account but if foreign language teachers convinced of the value of their profession make themselves heard and heard forcefully and intelligently then there seems no reason why funding should not be found in this country for the encouragement and furtherance of programs of this sort.

What I have said this morning is of course the opinion of one individual who happens to have the advantage of a varied cultural background and to understand the added dimension which this can give to a human existence. The ideas and plans are of course the work of many people.

Let me now return to the burden of my talk. I started by calling it "Communication, culture, and the classroom," largely because my concern is with the problems of communication which beset our society today and which grow daily more acute. I have concluded with the classroom because fundamentally, it is in the classroom where everything has to begin, remembering that language like any other subject should not be subject to a process of indoctrination but to a process of education, and that language learning cannot be an end in itself, and if we try to make it such we are, in the most cases doomed from the outset to failure.

Through language we proceed to culture, to the awakening of interest in cultures outside our own, alien to it, more alien often than on the surface seems evident. When we have achieved our purpose of introducing the young to these problems, then the demand for communication will follow naturally from it. If we do not succeed we may degenerate into a society which is completely inward-looking, tied to its prejudices, its television sets, and oblivious to the outside world and the contribution which that can make to the whole enrichment of existence. The problems facing us in education are not merely or primarily in the realm of vocational training or training for the professions. I believe that far greater problems face the educational world: the problems of increasing leisure time, and of reduced work hours. The question we have to face is what is to be done with this increase in leisure, as machines take over our work for us more and more. Are we to become the victims of the media or are we to share concerns about society, our relationships to our fellow men and our survival on this planet? If education is concerned with these latter problems, and I can only pray that it is, then communication, understanding and appreciation of the rôle of language as the greatest creation of the human animal has to be engendered in our young people. The study of foreign languages and alien cultures remains, for me at least, one of the most important and significant methods of achieving this aim. I hope that we shall all give it increasing thought and energy in the years which lie ahead.

ED102849

STUDY ABROAD: RECOMMENDED, BUT PROCEED WITH CAUTION!

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Some of the ideas in this paper reflect the views expressed in my article entitled "Current Status of Study Abroad in Western Europe," which is presently being considered for publication in Incernational Educational and Cultural Exchange.

Each year, over the past decade, U.S. colleges and universities have created more study-abroad programs.[1] There are about four times as many programs at least one semester long as there were ten years ago.[2] It is clear that study abroad is becoming an increasingly important part of academic offerings of U.S. colleges and universities and that students in increasing numbers are including foreign study in their academic plans.

Study abroad is a catch-all concept and certainly means different things to different people. It can vary from a three week mini-course to years of research. The options for the student will depend to a large extent on language skill, area of specialization, whether "credit" for the experience at an American college or university is desired, and how much money the student has available.[3]

There is a large and complex variety of motives on the part of the student for wishing to study abroad. For some the chief motive is that of "Wanderlust," i.e., a wish to simply get away from old routines to see new places and do new things. Yet there are at least two general reasons for study abroad given by both students and programs alike. The most often stated reason is that the experience will broaden the horizon of the student, at the same time developing international understanding by allowing the student to view another culture from within.

A second often stated reason for study abroad is the intensive study of the language and literature of the target country. Some students list the pursuit of a particular field of specialization other than language and literature as the main objective in desiring to study abroad. However, a word of caution is in order here. Many areas can be more profitably studied in the United States and some study areas which are well-established here are relatively unknown in foreign universities. Sociology, psychology and political science are, for example, relatively small disciplines in many European countries.[4] Technical

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subjects are usually taught at other separate institutions with university status. The creative and performing arts are taught in special academies and conservatories. Fields not taught at all at foreign universities include the dramatic arts, home economics, marketing, music and photography.

There are therefore important differences between university systems and methods of teaching in Europe and those in the United States. An understanding of these differences will enable high school and college faculty to select more intelligently, effectively and accurately a study-abroad program from viable alternatives which meet the student's particular needs. Upon careful study it may be determined that foreign study will not be of significant benefit to the career plans and educational interests of the student.

Assuming the student should study abroad, does he affiliate himself with a program or try it alone? While there are obvious advantages to studying on your own -- you are free to do what you want when you want with no schedule to follow -- most students want and need more structure than that and usually this structure will involve allying with one of the over 700 U.S. sponsored programs, many of which are located in Western Europe.[5]

If a student is qualified to be admitted to a foreign university (minimum requirement is usually the successful completion of two years of college) and he wishes to study independently, i.e., not under the auspices of a U.S. sponsored program, he is strongly urged to get written approval of plans from his home institution which explicitly clarifies that "credit" will be awarded if the work done abroad is completed satisfactorily. The colleges which do permit students to go abroad independent of a program should and normally do expect some tangible evidence of satisfactory academic achievements, i.e., term papers, extensive class notes, etc. A comprehensive examination (over work taken) might also be given.

Most study-abroad programs sponsored by American institutions fall into one of three basic categories:

1. The "branch campus program." In this type of program, a part of the home campus is transferred to a foreign setting. The

advantage of this type of program is that the sponsoring U.S. institution has much control over the quality of instruction in the foreign study experience. However, the disadvantages seem to be even greater. Here the student is only transplanted from one Americanized setting to another, with the same friends, teachers, rules, scholastic practices, etc. The tendency is for many students to stay within this known framework instead of getting out and learning about the different culture surrounding them. It is for this reason that the branch campus program is sometimes called the "golden ghetto." My recommendation is to eliminate this type of program from further consideration unless specific circumstances warrant otherwise.

2. Another type of program calls for "complete integration," in which the student is fully enrolled in the foreign institution. Although the student is not a candidate for a degree, in all other respects he completes his studies as a native student would. This program offers total immersion in the foreign culture. The problems are relatively small for the mature student with a high degree of language skill. The feeling of isolation (even fear!) usually lasts only until friends are made. Granted, it does take a certain kind of student who can adapt to the new situation, and our problem as teachers and advisors is to make good sound judgments in allying the program to the particular student's needs.

3. Still another type of program, the "half-way house," involves a combination of those previously mentioned. Most foreign-study programs are of this type. The American students enroll in a foreign institution -- sometimes in regular university courses, sometimes in special university courses for foreign students, many times both. The credit and grades are determined generally by the program representative (usually called Resident Director) and the foreign professor. Language requirements are usually less severe than in the fully integrated programs.

Since the European secondary school usually provides more specialized training than the high schools in the U.S., their graduates will be prepared to pursue more advanced courses at the university than their American counterparts. The European secondary school graduate is also one year older. For these and other reasons the European university level of work is in many respects comparable to graduate study in the U.S., and most foreign universities prefer that U.S. students hold a B.A. from a U.S. university. In many cases, a minimum of two years of college work is required for entrance.

All of this helps to explain why 90% of all U.S. undergraduates who go abroad to study are not enrolled in the foreign university in the same way as the native student. The student's "lack of specialized preparation, his inadequate technical knowledge of the foreign language and the special regulations and requirements of the foreign university in regard to examinations and degrees...combine to prevent him from having this official status."[7]

Germany is a typical example. Only about 7% of the German pupils reach the "Abitur," the high-school diploma required for entrance to the university.[8] Conversely, in some States in the U.S., every graduate of a public high school in a college preparatory course is qualified to be admitted to a state university. As Stephen Freeman states: "By and large, higher education in the United States is intellectually democratic; higher education abroad is for the intellectual elite, with all the difference which this implies."[9]

In many foreign universities a "course" is simply a series of lectures, some meeting only once or twice a week, with no daily assignments, and very little supervision or contact with the professor. Frequently no final exam is given. In the European structure the student is considerably more free to relax for a semester than he is in most American institutions. In Europe more emphasis is placed upon what the student knows at the end of his academic pursuits than his achievements during or at the end of a particular quarter or semester. The problem is therefore in the evaluation of the experience. The "credits" which are so important to the American system of higher education simply do not exist in European universities. Therefore, any "credits" which an American student will receive for his work abroad must be either transferred by a study-abroad program with home base in the U.S. or be determined by the college or university to which the student returns.

Many students return to the home institution and discover they must take an extra quarter or semester to finish specific required courses for their major or to complete general education requirements. If one is to avoid such situations, very careful planning on the part of the student and increased flexibility by the home institution are needed. Pass-fail rather than more exact grades for work taken abroad is of great help. Even if grades can be obtained by the American studying abroad, the conversion of these grades is, to say the least, somewhat inaccurate. And _if_ one believes that the whole abroad experience may in many cases be greater than the parts, it might be advisable to allow a student a year's credit for the experience, even though each academic pursuit taken abroad did not necessarily correspond to a particular offering at the institution to which the student returns.

How long should the student plan to study abroad? The answer is difficult and certainly relates to the particular objectives of the student. However, a semester or academic year abroad should give the student time to gain considerably from his investment. The student may be pleasantly surprised to discover that even a year of study abroad will cost approximately the same as a year of study at a U.S. private institution, transportation included. For students in public institutions the relative cost is somewhat greater. At any rate, it is the first leg of the journey which costs the most and the longer your stay abroad the cheaper your daily cost can become.

What will happen to the student when studying abroad? The answer is of course extremely complex. Ruth Purkaple, Director of Study Abroad at the University of Colorado, states: "His (the student's) background, aspirations, anticipation, previous experiences as well as the actual events determine the changes which occur. Predicting which students will be successful abroad is an inexact art, to say the least."[10]

One very important factor in determining the probable success of a particular student is his motivation. According to one foreign study expert, if you know _why_ the student wishes to study abroad, you can generally know whether or not he will succeed. "...almost always the student gets what he came for."[11]

There is a risk in sending students abroad. If the student has been seriously involved in cross-cultural learning, he will not return as he has gone. Some may have lost their national and philosophical roots but most, while no longer completely of their own culture, will not be wholly of the foreign culture either. Irwin Abrams, paraphrasing Karl Marx states: "But if they had nothing to lose but their cultural chains, they have a world to win."[12]

Every high-school and college student should not be encouraged to study abroad. Besides the possibility, already mentioned, that foreign study would not substantially further a student's goals, another false assumption is that a new country produces a new man. Simply crossing the Atlantic Ocean does not make a new man of anyone.[13] Although it is certainly possible to go abroad a boy and return a man, caution is in order if this is your assumption. The old proverb states it well: "The ass that travels abroad does not return a horse," although depending on how figurative we want to be, the horse may return an ass! The playboy of Seattle, Washington, will be in all probability the playboy of Heidelberg, Germany. A young co-ed who spends all of her time in the library at Seattle Pacific College will be just as at home in the stacks at the University of Vienna. And the student with a 1.5 G.P.A. will not suddenly become a Rhodes Scholar simply because he has moved from the Pacific Northwest to Oxford, England.[14]

One of the principal problems in a study-abroad experience involves the living accommodations. Some programs arrange that all U.S. students live together in leased or rented hotels or dormitories. This arrangement is particularly disadvantageous for the serious language student whose principal objective in going abroad is to improve depth in a foreign language. The opportunity for communication with native speakers is increased considerably when the program participants are housed in university dormitories with other students from the host country. Dormitory facilities are increasing at rapid rates and more and more U.S. students are succeeding in securing rooms in them.

Other programs house students in private homes. This arrangement sounds enticing at first, but can prove very unrewarding. Caution! It is one thing to live in a private home, it is quite another to live as a member of a foreign family. Landlords can be extremely frugal and eating with the foreign family can become the experience of sitting in silence.

I recommend reading program brochures very carefully in the area of living accommodation. One of the means to sort out mediocre from outstanding programs is by reading carefully concerning where the students will be housed. Of course friction can develop between any two people -- tenant and boarder, U.S. student and U.S. student, and U.S. student and native student. It is possible for any arrangement to become a very frustrating experience. Therefore, much will depend on the adaptability and maturity of the individual student and his ability to make the most of a given situation.

Financial assistance for study abroad is, with one exception, available only for graduate and post-doctoral study. Normally the American student who wishes to study abroad at the undergraduate level will seek financial assistance either from their home institution or from the institution sponsoring the program abroad. The exception is the Rotary Foundation, which offers undergraduate scholarships for undergraduate study abroad in any field. Awards are for a full academic year, require a good working knowledge of the target language, and must be applied for by March 15 of the year preceding the award through a local Rotary Club chapter.[15] Details are available from Rotary International, 1600 Ridge Avenue, Evanston, Illinois, 60201. It should be noted that the Government Guaranteed Loan program, Veterans' and Social Security educational benefits are usually applicable to foreign study under the auspices of an American institution, if the student qualifies for them in the first place. Organizations which specialize in helping students who want to study abroad are (1) the Institute of International Education (IIE); their address is 809 United Nations Plaza, New York, New York, 10017; and (2) The Council on International Educational Exchange (CIEE); their address is 777 United Nations Plaza, New York, New York, 10017. The CIEE provides general information on travel and issues an International Student Identity Card, which entitles students to some discounts including transportation, museum fees and concert tickets.

It is increasingly more common for students to take the year between high school and college to do something "different" before settling down to a more set routine.[16] I recommend that the secondary school teacher in particular make high-school students aware of various work, study and travel programs listed in the Whole World Handbook published by the Council on International Exchange, 777 United Nations Plaza, New York, New York, 10017. Study, work or travel abroad for the high-school graduate has some rather obvious benefits as well as drawbacks. The foreign language teacher in particular might wish to support such ventures since many students who return from travels abroad show a keen interest and strong motivation in foreign languages.

One study program which has been specifically for those between high school and college is the 13th year Study Abroad Program sponsored by Youth for Understanding, 2015 Washtenau Avenue, Ann Arbor, Michigan, 43104. This program operates the world over and participants live with a family and go to school in the host country for about 14 months. Another fine program is the Experiment in International Living (Putney, Vermont, 05346).

Let me direct for a brief moment some remarks to college faculty who might be beginning to comprehend the value of a well thought out foreign-study experience. As already cited, every year for the past ten years American college and universities have established more study-abroad programs. Apparently over the past decade one college after another has begun to embrace the concept of study abroad by establishing their own program. Because of this proliferation of study-abroad programs, some host universities in Western Europe are refusing to sanction any additional programs and even in some cases are withdrawing support for those already existing.[17]

In May, 1972, a team representing the seven commissions in the six regions in the U.S. made the first joint examination of study-abroad programs of American colleges and universities in Europe. Dr. Pfnister's comments concerning program proliferation in Madrid are noteworthy:

> The evaluation team observed an almost fierce independence among the programs in Madrid. Each institution appeared to be determined to maintain its own identity. Thus, even institutions using the same facilities, the

> same language orientation programs, the same Spanish faculty, and indeed having their students in the same classes with students of other programs, made their own particular interpretation of grades awarded by the Spanish faculty, arranged their own field trips, provided their own orientation and evaluations. It is understandable that each college should want to maintain its own program as a matter of institutional pride. Yet, with very few exceptions, even the students in these institutional programs are themselves from a number of American colleges and universities. An American institution maintains its "own program" only in the sense that it has recruited the students from other American institutions, maintains a study director, and certifies credit.[18]

It seems evident that for a single institution to create a study-abroad program just to get on the bandwagon is inappropriate. A much more advantageous and efficient procedure would be more consortium arrangements. Mr. Stokle writes that any program "controlled and supervised on a continuous basis by a group of universities probably runs less risk of developing sloppy academic habits than one operated by a single institution."[19] Also listed as his reasons for a consortium venture was (1) the reduction of heavy financial and administrative burdens and (2) the greater foreign university cooperation to consortium programs, i.e., allocation of classroom use, library facilities, etc. It is increasingly more difficult for the European university to admit its own qualified students because of a short supply of classrooms, laboratories and housing. Clearly there is a waste of resources and personnel under current conditions and some more efficient procedures need to be developed.

While considerable skill can be developed at the home institution, it is my contention that for the most complete mastery of a foreign language an abroad experience is most helpful, if not necessary. The classroom learning of the abroad experience can be duplicated to a large extent in our classrooms, yet there is no substitute for the learning which takes place on the street, in the stores, and in the social contacts. The "total immersion in everyday activities of the culture" is indeed "the most effective way to achieve language fluency and cultural proficiency."[20] In most instances the program selected should provide this total cultural immersion. A program concentrating solely on the academic does not fully justify the trouble and expense of a trip abroad. A program which merely provides a grand tour of Europe should probably be directed by a travel agency. Furthermore, formal study in the U.S. is more helpful for language learning than touring Europe in an air-conditioned bus.

I am becoming increasingly more convinced that if we really consider the student's benefit in foreign language and culture learning, sending our majors abroad for a minimum of one semester (when at all feasible) is the best solution for most students. And may I say that I certainly have no feud with those American programs which seek to immerse the student totally in the target language and culture both in and out of the classroom. My view is more both and, than either or. And let's make decisions based more on what we feel to be right for the student rather than what seem to be the best solutions for our college or university language programs.

I conclude with the following observation: In spite of the need for more discussion and research, it is rare when the student, even though he might complain about certain aspects of a program, does not feel that the year abroad was one of the most significant and meaningful experiences of his life.[21]

Notes

[1] U. S. College Sponsored Programs Abroad (New York: Institute of International Education, 1973), p. 1.

[2] Ibid.

[3] Marjorie Adoff Cohen, Whole World Handbook, A Student Guide to Work, Study and Travel Abroad, Ed. by Margaret E. Sherman (New York: Council on International Educational Exchange and the Frommer/Pasmantier Publishing Corporation, 1972, 1973), p. 22.

[4] Allan O. Pfnister, "Quality Control for Study Abroad Programs," International Educational and Cultural Exchange, Washington, D. C., U. S. Advisory Commission on International Educational and Cultural Affairs, Winter, 1972-73, p. 28.

[5] Cohen, op. cit., p. 23.

[6] Ben Euwema, Undergraduates Overseas: A Look at U. S. Programs (New York: The Institute of International Education), 1966.

[7] Stephan A. Freeman, Planning for Study Abroad (New York: The Institute of International Education, 1964), p. 2.

[8] Wulf Koepke, Die Deutschen, Vergangenheit und Gegenwart (New York: Holt, Rinehart and Winston, 1971), p. 163.

[9] Freeman, op. cit., p. 5.

[10] Ruth Purkaple, "American Students Abroad," International Educational and Cultural Exchange, Washington, D. C., U. S. Advisory Commission on International Educational and Cultural Affairs, Winter, 1972, p. 70.

[11] John A. Wallace, "Selection of Participants," Occasional Papers on Undergraduate Study Abroad, Council on Student Travel, N. 3, n.d., p. 3.

[12] Irwin Abrams, "Why Study Abroad," Occasional Papers on Undergraduate Study Abroad, Council on Student Travel, N. 4, n.d., p. 4.

[13] Wallace, op. cit., p. 2.

[14] Ibid., p. 3.

[15] Cohen, op. cit., p. 26.

[16] Ibid., p. 25.

[17] Norman Stokle, "The CIEE and Study Abroad: Purposes, Principles, and Programs," Foreign Language Annals, IV, 3.

[18] Pfnister, op. cit., p. 32-33.

[19] Stokle, op. cit., p. 302.

[20] Ibid., p. 303.

[21] Pfnister, op. cit., p. 35.

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FL006203

DIRECTING A STUDY-ABROAD PROGRAM: NOT FOR EVERYONE!

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University of Washington

I am going to make some statements with which some of you will disagree. I am going to suggest that some of you have been involved in enterprises which no self-respecting language teacher should have anything to do with. I acknowledge my prejudices, and invite the controversy which my assertions may evoke.

Study-abroad was one of the businesses that boomed along with the general expansion of foreign language study in the 1960's. As we discovered that even the audio-lingual method was not succeeding in producing fluent bilinguals in the American classroom, we began to promote the foreign experience as an appropriate interlude. . .or even a conclusion. . . to several years of language study in the classroom. As enrollments grew on our campuses, more and more of us began to think about sponsoring foreign-study programs of our own. The result was a proliferation of opportunities in the middle-to-late sixties for the student who wanted to study in Europe, Latin America, or even Asia under some sort of American sponsorship, and earn American college credits for his or her experience.

Then came the "lean years": the late sixties and early seventies. One by one, a large number of the American-sponsored programs have pulled up their stakes and moved to new locales, or struggled to maintain their operation by running only in alternate years, and several have disappeared from the scene altogether as enrollments have dwindled below the point of profitability. What has caused this demise in the fortunes of the foreign study business? I can see a number of contributory causes:

1. Student activism at many European universities made some of our students apprehensive, but more important, it frightened their parents and caused a constriction of the family purse-strings. American parents were concerned enough about their children ending up in American jails, and had no desire to risk funding an international political incident.

2. This was the era in which our students were rejecting the rigidity of scheduled programs and prescribed curricula. The prospective traveler was afraid that a foreign-study program under the

direction of a faculty member from the home campus would be just another extension of the familiar academic establishment, with its prerequisites, requirements, and taboos.

3. In the late 60's we were beginning to experience the phenomenon of a whole generation which threatened to "drop out" of the society which we inhabited. It became fashionable to quit school and disappear from view, and then to re-surface in some such exotic place as Torremolinos, or Marrakesh, or Katmandu. . .but certainly not as a student! James Michener's novel The Drifters is the chronicle of this international generation.

4. For those of us who have remained in study-abroad operations, the rapid increase in the cost of doing business has become a perennial problem. We are caught in the awkward place in the middle, between the devalued dollar and increased costs abroad, and the desire to continue offering an activity which will be worthwhile to the participants. I have seen the price of certain well-established programs as much as double in five years.

5. The general decline in foreign language enrollments has left us with a much smaller clientele from which to draw our study-abroad students.

6. Many institutions got into the business at the wrong moment: just as the market was sagging. This has meant increased competition to attract increasingly scarce customers. In many cases these latecomers to the trade were among the first to give up and withdraw from the field.

Now that we have turned the corner, now that our enrollments in foreign languages have stabilized, and in some cases have even begun to show substantial recoveries, there are once again a number of newcomers who have begun to consider offering study-abroad programs of their own. Are you one of these?

Are you pondering the implementation of a study tour under your direction?

Have you perhaps been considering applying to one of the existing academically oriented programs (such as those operated by the Northwest Interinstitutional Council on Study Abroad--NICSA), in the hope of being selected as faculty director?

Or have you perhaps been attracted by the handsome brochures of one of the commercial study-tour organizations?

If you have been thinking along these lines, let me urge you to reconsider! Are you sure what you are getting into? I am going to state this in paradoxical terms:

I have had wonderful experiences in a study-abroad program, taking nineteen students to Germany in the summer of 1972 for the University of Washington.

I am full of envy for my colleague who will take the same program this summer, and who had kept counsel with me on the day-to-day and week-to-week developments in his plans.

I am eagerly anticipating my next opportunity to direct a study-abroad program, tentatively scheduled for the summer of next year.

But (and here is the paradox): if you are considering such an enterprise, I urge you, don't do it! Or at least, reconsider carefully before you commit all of your energy and emotions. Are you the right type of person for this big an undertaking? Why am I being so negative? I am not just trying to maintain the monopoly for those of us who are already in the field. Rather, I am convinced that there are a great many language teachers who have no business taking the responsibility for the pleasure and well-being of a dozen or more people, not to mention their investment of many hundreds of dollars.

Here I am going to make a distinction between two types of programs. On the one hand are the large, commercially organized so-called "study tours," with no academic affiliation. On the other hand are the academic programs, offered under the auspices of some educational institution--your institution, for instance. Let's take the first case first.

You recognize what I mean: the slick, multi-colored brochures that promise a trip abroad with a discount: if you recruit seven students, you go for half price as chaperone; if you find twelve, you go free. And if you assemble fifteen or more, they even pay you a small honorarium.

Now, what advantages does this kind of program offer?

Someone else makes all the travel arrangements, books the lodging, hires the charter bus, schedules the events, handles the treasury. You don't have to worry about any of those things.

You have an organization to turn to, a business to back you up, in case something goes wrong.

Your responsibilities are few and not very demanding. They fall essentially into three categories: recruiting participants; counting daily to make sure you have neither lost nor gained anyone; chaperoning. What are the disadvantages of a program of this type?

You have no control over the arrangements. You follow someone else's itinerary and keep to someone else's schedule.

You have little control over the quality, maturity, and linguistic competence of your participants. Typically there is no language competency prerequisite. There is not even any assurance that you will end up traveling with your own students instead of someone else's.

You begin to feel embarrassment as you discover that the "study tour" is actually primarily _tour_ with very little _study_. Why are you, a teacher, there with these young people who are students? There is no reason, except that you were a recruiting agent with access to a group of persons who are highly motivated to travel abroad.

Now let's look at the other type of case: the study-abroad program that you put together yourself, under the sponsorship of your home institution. Does it have advantages? To begin with, you are in absolute control.

You determine:

Who participates
What they pay
The relative proportions of tourism and academics
The nature and content of instruction
The balance between scheduled time and free time
The itinerary
The modes of transportation
The quality and location of lodgings
The special events

You set the criteria for acceptance: the minimum language proficiency, minimum age, health, maturity, and mental stability.

You control the finances.

Best of all, you can adjust the program as needed, because you are the director. You stand on a footing of authority.

But what about disadvantages?

You work long and hard, starting with all the correspondence a year ahead of time to set up the preliminary arrangements, continuing through the recruiting of students, and ending only when you have closed out the accounts and filed the final report.

You have no one on whom to shed the responsibility when something goes wrong. There is no one who can come through with a few thousand dollars if your program runs out of money. There is no one but you to cope with the crises that always come up.

For either type of program, a very special kind of person is needed. I'm not sure I can define just what this person is like, but here are some of the necessary characteristics:

1. The study-abroad program director should have good business sense and managerial skill.

2. He/She should be an experienced traveler to the country of destination, with first-hand knowledge of the tourist services, social customs and institutions, and so forth.

3. Fluent control of the language, both spoken and written, is a sine qua non.

4. This person must love people, with all their little quirks and idiosyncrasies.

Other requisites are:

5. Willingness to subordinate one's own desires to the needs of the group.

6. Flexibility, the capability of adjusting, adapting, changing plans, overcoming disappointments.

7. Good companionship: the ability to play with the students, work with them, love them, and be loved by them.

8. Emotional strength, so that the director brings stability to the program, not instability.

You have to be someone solid, one whom the students can lean when they discover that there is no peanut butter in Marburg; that the Coca Cola in Europe is warm, the bathwater cold, the toilet paper too rough (or too slick), and their landladies hate them. Those are the little tragedies.

Be the kind of person whom nothing can shake--because circumstances will certainly try to get you down from time to time.

Now, we had a good group in the summer of 1972. Nothing really serious went wrong. But here are the little calamities I faced. Could you cope with these, and still keep calm?

Three of my students were "bumped" from their flight and were not sure how they would even get to Europe.

The charter airline with which most of us had booked went bankrupt, leaving us stranded.

Medical problems were common, and often occurred under awkward circumstances. One student was struck by a motorcycle and hospitalized while we were on tour.

One student was nearly shot in East Berlin as he approached too close to the Wall. Later this same young man was evicted by his Marburg landlady over an argument.

My assistant's visa had lapsed earlier, and she was threatened with deportation.

If I've discouraged some of you, I'm sorry--but glad. It means you are too easily daunted, and have no business taking a group of students abroad. If the director isn't happy, nobody is happy.

But if you thought all the way through my catalogue of calamities "That doesn't sound so bad. . .I think I could take that in stride," then you're the right one. I'll see you there!

ED102851

ON TEACHING CHINESE

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Representatives from the Universities of Hawaii, Arizona, Maryland, Washington, Oregon and Montana met at the PNCFL for several hours to discuss the teaching of Chinese at the college level. A vast range of topics was touched and many valuable suggestions were made. Although the participants had the teaching of Chinese in mind, many of the ideas proposed were applicable to the teaching of other foreign languages as well. This report is prompted by the discussion.

Textbooks

First of all the panelists agreed on the utmost importance of the textbook for the success of a class. A good and interesting textbook does not only facilitate the learning process, but also encourages enrollment. The textbook must be neither too difficult nor too easy. In the former case, the students may get discouraged, drop the class or refuse to enroll in higher level classes. On the other hand, if the textbook is too easy, the students may not feel challenged and as a consequence put forth little learning effort. A good textbook must be well organized, its lessons well connected, one leading to another and all forming an organic whole. The lessons should be relatively short. (The excessive length of a current textbook that is being widely used was severely critized by the panel.) The teacher ought to know all the available textbooks for a certain course, examine them carefully and make the choice with sound judgement.

It is a universal practice that in learning the Chinese language one uses romanization first. That is to say, one learns the Chinese sounds expressed in the Western alphabet. One learns the vocabulary and phrases in romanized text. After this is done, progression is to the corresponding text in Chinese characters. There are three leading romanization systems: the traditional Wade Giles, the Yale, and the modern Pinyin. Although each system has its strengths and weaknesses, the panel opted for the Pinyin system. It is deemed to be relatively accurate in expressing the Chinese phonetics. It is simple. It has good visual and aesthetic appeal, and it is the system offically adopted by Mainland China. This, too, is something that a teacher must take into consideration in choosing a textbook.

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The Dialogues

Most of the first and second year college textbooks contain dialogues as a means of instruction. The panel members did not agree on the importance of the educational value of the dialogues. Some teachers may ask the students to memorize them, while others may neglect them completely. None of the panelists had much praise for the dialogues in De Francis' books. The dialogues, however useful they may be, are not indispensable, at least to the extent of appearing in each lesson. The Ji-chu Han-yu, published by the Commercial Press at Peking, have no regular dialogue sections. Yet they are excellent textbooks. At any rate, if the dialogues are used, they must be well constructed. They should be of the right length; the contents must be of great interest and humor; and a real and everyday life situation is preferable to an imaginary one. It is no exaggeration to say that it takes special talent to build a good dialogue.

Pattern Drills

Pattern drills may be a valid way of learning the language. However, because of their repetitious nature, they tend to be monotonous and tedious. Therefore, good sense of refinement and artistry is needed in constructing them. The panel members felt that a few basic sentences might achieve the goal intended by the pattern drills.

The Teaching of the Characters

Questions arose regarding the teaching and learning of the Chinese characters. How soon should the characters be introduced? How many should be taught in the first year, and how many in the second year? What is the best way to present them to the students? Should the simpler ones be taught first? Should the etymology be explained? Should radicals be introduced before the presentation of the characters? Should the simplified characters be taught too? If so, when? Before the traditional ones or after? Is the requirement of writing the characters several times in a notebook helpful? Should brush strokes be taught? Opinions differed concerning these and other questions of similar nature. We agreed, however, that there should be no aprioristic prejudices. One must be imaginative and flexible in trying new ways of teaching Chinese characters. Often one must proceed on a trial-and-error basis.

The Classroom Situation

How to attract students to the language classes, how to engender enthusiasm and maintain interest in learning, and how to achieve an ideal teaching-learning situation are perennial pedagogical questions. A teacher ought always to keep in mind the things the students say about a good teacher, the qualities the students like to see in their teachers. One may hear the students comment or read in their evaluations phrases such as "He is concerned and interested in his students," "He is helpful," "He is patient," "He is willing to review," "He takes time to explain," "He has a great personality," "He is intelligent," "He is knowledgable," "He is a native speaker," "He is organized," "He is enthusiastic," "He likes his work," etc. The students love cultural materials. A Chinese language teacher will do well if from time to time he injects information on Chinese customs, historical events, geographical data, pleasant anecdotes, personal experiences, religions, wars and revolutions, and accounts of the dealings between China and other countries. One can use a map to teach the Chinese names of cities, provinces, mountains and rivers. One can use a history book to teach the Chinese characters of the dynasties. One snould avail oneself of a great variety of instructional materials to facilitate the learning process. A good and successful teacher possesses a keen classroom sense. He feels the need and the mood of the class, and acts accordingly.

(This report is not a faithful replica of what the panel members said. It contains their views and to a great extent my personal convictions. I take the blame for the heresies and attribute to other panelists the enlightening ideas.)

ED102852

FL006205

WHAT CAN WE DO? A STUDENT'S VIEWPOINT

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Foreign language enrollment at every level is dropping, but French in particular has felt the brunt of this reduction. This reduction in general is due to several facts: 1) colleges are eliminating their foreign language requirements which in turn diverts the high-school student from study of a second language; 2) foreign language programs that were beforehand funded are not being properly funded now and many schools have been forced to eliminate their foreign language programs altogether; 3) there is a decreasing emphasis on the study of a second language based on the assumption that foreign languages lack relevance to everyday life; 4) there is a shortage of vocational opportunities in the sphere of foreign languages; and 5) French specifically no longer carries the prestigious connotation as the language of the educated or socially elite as it once did. These then, are the problems, along with many others, as we see them.

There are several things, I think, that can be done that may help to alleviate or abate some of the problems. First, the greatest emphasis must be placed upon the student. Great effort has been recently expended on new methods and materials, but the basic attitudes of the students have received too little attention.

If we actively seek to get the student himself interested in the language by bringing to light the most attractive aspects of it, it will appeal to him and win his initial interest which is our primary aim for the moment.

Second, once we gain his interest, continual artifice is needed to keep it. Success depends on the ability to provide the student with a program that relates to his life and activity outside of the classroom.

Third, as teachers and prospective teachers we must present the student with a realistic picture of the future of foreign language study. We can't lie, we must be honest about the fact that the availability of vocational opportunities today is limited in this field. Therefore, it would be desirable to stress the intrinsic values of studying French--learning it for the sake of the knowledge of the language itself, and the inherent expedient qualities it has to offer.

Fourth, we need to start foreign language programs earlier in the school curriculum, so the student can reach a reasonable degree of mastery by the time he finishes high school. Measurable achievements in foreign languages require longer periods of time than in other disciplines.

In answering our primary objective of achieving initial interest on the part of the student, I propose that if an administration allows the usual five hours per week for language study, we should devote three to three-and-a-half hours of that time to grammar and linguistic study and the remaining one-and-a-half to two hours to cultural or additional different aspects of the language. Students and especially parents see the relevance and value of this sort of thing--it seems like a broader, fuller approach to foreign language study. Since the average student receives very little in the area of cultural appreciation, including it as a part of the French program will attract many students, and if time is prudently utilized, will not seriously hinder the progress of the grammar study of the language.

In response to the second objective concerning the endeavor to maintain student interest through relevance to his own life, my suggestion is to provide a stimulating, always-changing classroom atmosphere through application of all various resources available in the community; native French speakers, visiting French professors, residents, or anyone with a French background, young people who have visited France presenting their ideas and experiences, extracurricular activities such as experiments with French cuisine, style shows exhibiting current trends, an introduction to Francophone countries, etc.

This then falls into line with our third objective relating to the emphasis on the intrinsic values of the French language. These particular extras and many more can be used to captivate the student and keep him genuinely interested and eager to learn more about the country and perhaps consider a future visit to France himself. With this of course, comes the realization that a fairly good knowledge of the language is a viable commodity in facilitating his prospective plans. He begins to understand that one cannot truly study another's realm without first studying his language.

Finally, we can perhaps start foreign language programs earlier if we care to get organized, appeal to parents (which is extremely influential), and again seek the aid of other means available to us, including the use of students at the university level willing to volunteer their time and energy.

In Montana at present, there are no official elementary language programs. They have not been successful. In general FLES programs have deteriorated throughout the country. The problems appear to be lack of local support, lack of coordinated programs, and lack of qualified elementary teachers. It seems that language study, especially in the elementary system, does not have a high priority. Lack of funds, too, is one of the crucial factors.

Since there are no official elementary language programs, I suggest that we encourage more unofficial programs. To stay within most limited budgets, however, we would have to depend on volunteer teachers (upper division French students, seniors,or graduate students) to go out into each school and undertake some kind of unofficial program. Perhaps it could be organized so that university credit could be given for this, either in the French or Education Departments of the university. Although this perhaps isn't the best answer, it is a beginning. At least the young students would have some exposure to French through which they would be more likely to continue on at the junior high level.

Time can be found in the elementary school curriculum for foreign language study. Taking perhaps five minutes off of each subject area would not be detrimental to it, and would help to provide the time needed. Perhaps traditional elementary art, every other week, could be replaced by the study of a few French artists and their works. Language study, particularly French grammar, could take the place of the usual English class twice a week, and possibly a French culture appreciation mini-course could be worked in with Geography or Social Studies. French could also be a part of the spelling or reading periods.

Time can be found if we look hard enough and can achieve general cooperation. Development of good techniques which will give the young student a satisfying feeling of accomplishment early in his study of French, will prove extremely beneficial later on.

Again, according to statistics, French has experienced the greatest plunge in foreign language enrollment. Spring quarter enrollment at the

University of Montana in 1966 was 432 students and in 1973 it dropped to 264, a reduction of 39%. University of Montana statistics are typical of what's occurring throughout the nation.

1966 Spanish enrollment for spring quarter was 372 students; in 1973 there were 308, a reduction of 17%.

In German, spring quarter enrollment for 1966 was 270 students and in 1973 it dropped to 225, a reduction of 17%.

Italian enrollment decreased from 60 students in 1966 to 42 in 1973 during the spring quarter, a reduction of 30%.

1973 saw an increase in Russian enrollment to 93 students during spring quarter, compared with 60 in 1966; an increase of 55%. The decrease of enrollment for French then, triples that of the other major foreign languages.

At this point we can only speculate as to why this trend is occurring today. Russian has gained much significance, of course, since Sputnik; Spanish has proven to be more practical in Arizona, California, and Mexico, where more and more students travel annually; and German is still a requirement for many other majors. Perhaps French politics has been a factor in this reduction--this would be a good discussion topic. However, for now it is conjecture on our part.

Owing to the fact that I am still a student, I think I can see, maybe somewhat more objectively, the things that have been traditionally "wrong" with French and those things that have been particularly "right." Obviously, my foreign language experience has been for the most part good, because I am here today rooting for French and throwing out some of my ideas.

I know several students whose encounter with foreign language, French more specifically, hasn't been as rewarding and are thinking of dropping or already have dropped French entirely. Their reasons for doing this are surprisingly similar, and don't really change whether the student is in junior high or at the university level.

The most frequent reason has been that French really doesn't interest them. Although it is the student's responsibility to get right down and learn the basics of the language, it is the teacher who makes it either interesting or unbearably dull.

One of the things that I complained about, expecially at the high-school level, was the great amount of ineffective homework that was given us. I think that, whenever possible, students should be given a choice of some kind in their daily assignments, and these assignments should be varied and flexible. If for instance written homework is given one night, the next night the student could be given the choice between making a tape at home, or giving an oral report in French in class. Pattern drills should not be over-used and should be updated. If the budget doesn't allow new texts, the teacher could supplement the text with pattern drills that are different and relevant to the life of an adolescent.

Students are very discriminating individuals; they can see what's typically "busy work" and a waste of time for themselves and the teacher, and those assignments that are worth their while. I personally feel that long vocabulary lists given to the students for memorization are highly ineffective and can be easily and successfully replaced by use of these new words, in an original short story by the student or use of vocabulary cards in classroom games. Also, if a class has done particularly well one day, I see no need for an assignment that evening. They will have a much more positive attitude for class preparation if it is assigned fairly and doesn't needlessly become part of the classroom ritual and drudgery.

There are several things that I feel have been particularly "right" with French as I have experienced it, among them a successful program of individualized instruction and good student-teacher rapport. The development of good student-teacher rapport is vital in maintaining the interest and cooperation of the students and generally plays a large role in determining whether a student continues on in French or not. Teachers should be compassionate in determining a working curriculum for their students. Many students who have forsaken French have complained of a too strenuous curriculum,overambitiousness in a two year program at the high-school level, and unrealistic goals set by the teacher. The syllabus should be geared down to the average individual, not toward college prep students; the latter's program can be supplemented if needed, but the remainder of the class needs encouragement and a practical curriculum.

I feel that literature is undertaken too soon, especially in high school. Most high-school students aren't ready for the type of literature study they're provided with, even in English, not to mention plodding through it without an adequate knowledge of the basics of French. If a switch from grammar study is needed in the classroom, the teacher should supplement some type of reading material that doesn't contain a great deal of underlying significance and philosophic viewpoints, or which pertains to a typical high-school student by way of content and vocabulary. Literature will be introduced soon enough.

Another complaint comes from those students who think, and rightfully so, that language teachers direct their attention to college-bound students at the high-school level, and majors at the college level. 50% of high-school students today are college-bound--that's a generous estimate. Then, we are neglecting at least 50% of the remaining students if this is true. An overall survey shows that only 38% of students at the advanced language level are majors.[1] Therefore, 62% are nearly ignored. This must change in order to battle the dwindling enrollment—teachers must direct their attention to everyone, providing impartial help and encouragement.

Mr. Clyde Thogmartin summed up for me fairly well when he said in his article, "It is not foreign language studies that are unpopular, but foreign language studies that start too late and offer too little."[2] What can we do? I think we really can change this trend in French.

Notes

1. Wilga M. Rivers, "The Non-Major: Tailoring the Course to the Person, Not the Image," *ADFL Bulletin*, November 1973.

2. Clyde Thogmartin, "A Survey of Attitudes Toward Foreign Language Education Among First-Year Students," *ADFL Bulletin*, December 1971.

ED102853

FL006206

TEACHING IN EUROPE--A CHANGE AND A CHALLENGE

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Europe is different

The American teacher taking the plunge to teach in Europe will experience a total change. The difference in national mentality, social interaction, and educational philosophy will now confront him as a new fact of life. In addition, he may notice a new European consciousness emerging: a search for an identity which combines political expedience with economic production, greater mobility with cultural diversity.[1] Having completed a recent teaching assignment in Europe, I would like to summarize some of the changes and challenges facing the American teacher.

Limited teaching opportunities

A comparison between study and teaching opportunities in Europe indicates that the student has the better choice. Many universities of different countries have numerous programs, while the offers for teaching are not as plentiful, and at the public school level, often restricted. When schools of higher learning offer special courses to serve the needs of the American student, the American teacher has to serve the needs of the school. If the American student enjoys complete academic freedom, the American teacher along with his European colleagues, is expected to adhere to government guidelines and state laws.

Some countries such as Italy, Spain, and Switzerland do not allow aliens to teach at their public schools; Austria will offer teaching positions only if they cannot be filled by her own nationals. American teachers not on a Fulbright exchange program interested in teaching in any of these countries, will have to limit themselves to the American Dependent Schools, American University Study Centers, or they may have to apply at private schools.[2] This leaves France and Germany as two countries in Europe hiring American teachers in their secondary school system. In France, teachers will be assigned to teach English exclusively. Germany, on the other hand, has experimented in other subject areas as well. Here too, however, the main emphasis is still the teaching of the English language, since the project in Hamburg of placing American science teachers into the Gymnasien yielded questionable results.

Standardized procedures

In order to be gainfully employed, certain procedures have to be complied with in all Common Market countries. A Resident Permit and a Work Permit are the two basic requirements to be admitted for employment. As one depends on the other, the newcomer may find himself on an administrative merry-go-round for a while, which sends him from the local police to the municipal authorities,and back, unless the employer takes the initial steps for obtaining those very necessary papers.

The teaching contract

The handling of teaching contracts points to another difference in administrative philosophy. They are not issued by the local school board, but by the Ministry of Culture. The state administrator decides which town, school, and subjects the new teacher will be assigned to. He will also determine the classification of pay and length of employment. This may differ from country to country: France and Austria indicate a duration of one year, subject to renewal. Germany prefers two or even three years to insure greater stability in the teaching ranks. In Germany the new teacher will have to pass a probationary period of six months. During this time the principal will visit the classes, observing the academic and pedagogical expertise of the new teacher. Based on the professional evaluation sent from the principal to the state administrator, the teacher will be dismissed or become a more permanent member of the faculty. In order to maintain the quality of the profession, this regulation applies to all teachers whether German or foreign.

Assignment at different levels

Not only the duration, but also the level of instruction remains in doubt when a new teacher begins his assignment. At the discretion of the principal, the teacher can be placed in the upper division courses, (grades 11-13 which are equivalent to the first two years of college), at the beginner's (grades 5-7), or at the intermediate level (grades 8-10). As in many cases the teacher will not receive final confirmation until classes are almost ready to begin, so he will be compelled to prepare his outlines and make the personal adjustment during the beginning of the semester. Although this procedure is aimed to promote flexibility and mobility within the faculty, eliminating a stereotyped approach to teaching, it can become a problem for those who are either unprepared or unwilling to accept the challenge. In 1971 a group of American teachers stationed in Hamburg protested to the administrative board for not receiving teaching assignments in the upper division. Werner Kitzler's report gives a penetrative insight into the difficulties based on erroneous assumptions and expectations of both sides.[4]

Teaching benefits

On the other hand teaching in the German school system does have its compensations, as many foreign teachers, who adapted to the changes, have experienced. A good salary, regular pay increases, paid leave for sickness and extended recovery along with paid vacations, a 13th month salary as a Christmas bonus are some of the benefits. Paid travel abroad and to state funded workshops, to seminars and conferences during the regular school time point to educational opportunities for each member of the teaching profession. Most important, while the professional future of teachers in the U. S. is faced with uncertainty due to dependence on levies, the teachers in Germany enjoy great security, guaranteed by a 20-25 year teaching contract.

Daily changes in the curriculum

Another obvious difference between American and German schools is the daily changes in the curriculum. Classes are usually in session from 8 a.m. to 1 p.m., including Saturdays. The students take 29 to 36 hours per week of instruction, the teachers teach up to 23 hours per week. There is no study hall; and except for sports almost no extracurricular activity. The student takes 12 to 15 required subjects and gets homework in all of these, except on weekends. Because there is an acute teacher shortage, substitute teachers do not exist. In case of illness, the period will have to be cancelled, or another teacher will take the class. If lengthy four-hour tests are given, teachers may have to be shifted around again. One teacher, ready to teach English, may have to give up his period to supervise an exam in mathematics instead. As these changes are posted daily on a large bulletin board, the student will walk to the "Vertretungsplan" every morning to compare it with his regular curriculum. A new teacher, checking his schedule for the day, may have to enlist the help of a colleague to interpret this coded, abbreviated complex map of curricular strategy.

Centralized education

As all teachers in Germany are state employees they have to be familiar with state guidelines, which contain learning objectives, performance criteria, models for course outlines and methods of teaching. This tendency towards standardized education does not only exist in Germany, but in France and Austria as well. At the end of a rigorous academic program beginning at grade 5, the student will graduate after grade 13 with a diploma: the Abitur, Matura or baccalaureat, which will allow him to enter the university. Not only is the student exposed to an academic program at a much earlier age, but he is also trained to take longer tests. Tests in main subjects in upper division courses take 4 or 5 hours. While in France this length of time is usually reserved for exams of the baccalaureat, in Germany several of these tests are administered each semester.

The problem of testing

As these tests carry a lot of weight and are a determining factor in the academic future of the student, the technique of cheating has been developed to a high degree of perfection. Although any such attempt will result in exclusion from the test, the students manage an exchange of ideas on cigarette boxes, Coca-Cola bottles, in sandwich wrappings, scrap paper and under paper-baskets. The American teacher, not exposed to this type of ingenuity, will have a chance to develop his own problem-solving methods when it comes to analyzing, evaluating and finally grading stacks of exams totalling more than 1800 words each. Thus the validity of the tests becomes questionable. The students may view them as a performance ritual, the teacher as a tool of revenge.

Polarization between students and teachers

This points to a polarization between students and teachers in general, with ever increasing demands by students in Germany as well as in France, at universities as well as at high schools to gain more power for self-determination. Student demonstrations and negotiations with state administrators bring pressure towards a greater liberalization and new academic reforms.

Free secondary education

Many reforms have been achieved already. Equal opportunity provides every child with free education, thereby enabling children of lower-middle and the working class to aspire to future academic careers. As a result, the attendance at a lycée or Gymnasium does not depend any more on the social status of the parents, but on the intelligence of the child. Hence the high-school population has doubled in the last ten years, but it is still only 10% of the total school population. The majority is choosing a shorter, vocation-oriented education which enables the individual to reach the labor market much sooner.

Conflicting role of the student

This leaves the high school student at a distinct disadvantage financially. As the rigorous academe does not allow any time for supplemental earnings, the student still depends to a great extent on the financial support of his parents. Therefore, he sees himself in a conflicting role: his extensive academic training gives him an edge over the majority of the less educated population; he is legally responsible for his actions, eligible for drinking, driving and draft; yet he is limited in his decision-making, as he is growing into mature adulthood. At the same time he is utterly dependent on the goodwill of his parents. They in turn will exert their own pressure to determine how much pocket money the student is to receive, often making it dependent on the grades he receives at school. As a result, the question of motivation is not initiated by the teacher, rather by the parent. The parent will exert pressure on the student and on the teacher in order to force the student to succeed in the academic curricula. The student, who views the teacher as a representative of parental jurisdiction and sanctions, vents his frustrations and aggressions against him.

Forms of student aggression

Bernd Suelzer analyzes the current problems in the German Gymnasien as a student crisis, a teacher crisis, and a reform crisis.[5] He finds that negative student actions take on many forms of expression, regardless of whether the teacher maintains a reasonably good relationship or tries to uphold traditional disciplinarian attitudes, which are gradually on their way out. The average rate of absenteeism, not covered by illness, is on the increase. It is most pronounced on Saturdays, when European schools are in session, as well as in the first and the last periods. It is more noticeable in good than in bad weather, in summer than in winter. Tardiness is another problem. Not only at the beginning of the first period, but also after a longer recess many students develop a habit to be late. The open campus, lack of school cafeterias on the one hand, and nearby restaurants and pubs on the other make it tempting to meet, eat, and cut classes.

Other forms of protest are more violent and serve to disrupt the entire curriculum. They are expressed by the destruction of school or municipal property. The burning of school buildings, or setting them under water, ransacking lecture halls, subjecting teachers and professors to physical abuse and injuries are not uncommon.

Political climate

The American teacher, often unfamiliar with outbursts of violent student frustration, will have to cope with another phenomenon: the spectrum of political ideologies which tends to disrupt as well as permeate any discipline taught. The question of curricular relevance is raised, the demand for more emphasis on Marx and Engels at high schools and universities is constantly reiterated. While in France the Sécour Rouge, Gauche Proletarienne and various Communist groups such as the Leninists and Maoists close ranks against the establishment, the German radical student organizations are fighting for a "Democratic University" with bomb threats, mass demonstrations, and strikes. In last year's article on the German universities the German news magazine Der Spiegel differentiates between three kinds of student dissidents: a small group of radicals, a larger number of sympathizers, and finally a large portion of the student body, who is dissatisfied with the existing conditions at the German universities.

Numerus clausus

The fear of being unable to enter the university due to lack of space has filtered down to the high-school students, who are joining forces with the radical student groups. Almost 90% of all high-school graduates wish to go to the university. As the tuition fee is negligible and students receive a government subsidy for their studies, universities are overcrowded. Due to the numerus clausus 50% of all applicants for science and medicine were turned down last year. The Univerisy of Münster has devised a system by which a student can take a maximum of half an academic load, thereby enabling more students to register. However, the extended length of time to study does not make this an ideal solution.

And the solution is yet to come. For an American teacher these are problems he is unprepared for. Unfamiliar with the political, socio-economical, cultural and educational conditions existing in Europe he will find himself tested and challenged.

The challenge

And he will have to adapt quickly. He may encounter competition from his European colleagues, who in many cases have received a more rigorous professional training. Although he may hold a degree in foreign languages, he is usually expected to teach English. If he has never taught English as a foreign language before, and is unfamiliar with the ESL series (English as a Second Language), he will experience difficulties in teaching his native language effectively to foreign students. The target language he once studied and taught under controlled classroom situations, he is now expected to have total command of at all times. His possible lack of fluency will be construed as a lack of academic credibility and will give rise to aggressive behavior on the students' part. In addition to the cultural differences, so aptly described by John Troyanovich (Die Unterrichtspraxis 2, 1972), there are different educational philosophies and school practices. More formal behavior patterns among his European colleagues may make him feel socially isolated. As the political ideologies polarize faculty groups, he may find it difficult to be at ease with all of them, in particular, if some groups are not on speaking terms with others.

Difference in work habits

The American teacher teaching at a public school in Europe will also have to change his work habits. Instead of five days of school, there are six. The instructional periods vary from 2 to 5 classes per day. Instead of short quizzes he will be obliged to devise lengthy four-hour tests for the upper division courses. There are a total of 264 days of instruction per year, compared to 180 in the US. As there are no cafeterias he will be obliged to carry a sack lunch. More formalized teaching procedures have to be observed. He may be asked to teach British instead of American English.

Positive results

This then points to a contrast situation between the U.S. and Europe, which the American teacher may not have anticipated at the outset. While the study-abroad program caters to the American students, their interests and needs, teaching abroad will test and challenge the American teacher's competence at all levels. However, his experience will yield positive results, and the insights he gains into the European way of life will not only enrich him, but will help to broaden international understanding. A German colleague, helping me move out of my apartment before my return to the U.S., asked: "This hectic year in Europe, was it worth your time?" I answered, "Of course, it was." He had one more question: "Would you want to come back once more?" I answered, "Of course, I would!"

Notes

[1] "252 Millions d'Européens plus faibles que 206 Millions d'Américains," Paris Match, February 23, 1974, p. 34.

[2] "Teaching Abroad," an up-to-date listing of teaching opportunities for qualified Americans in all parts of the world appeared in fall, 1973. ($4.00) Address I.I.E., Dept M (809 United Nations Plaza, New York, N.Y. 10017), AATG Newsletter, volume 9, No. 4., March 1974.

[3] Werner Kitzler, "Hamburg's Gymnasien: Project American Teachers," Die Unterrichtspraxis, (Fall 1973), pp. 109-13.

[4] Kitzler, p. 110.

[5] Bernd Suelzer, "Reformen: Anspruch und Ertrag," Die Höhere Schule, Juli 1973, pp. 176-83.

[6] "Mehr Staat im Hörsaal?" Der Spiegel, 19. Februar 1973, pp. 32-42.

[7] John Troyanovich, "American Meets German--Cultural Shock in the Classroom," Die Unterrichtspraxis (Fall 1972), pp. 67-79.

ED102854

QUANTUM MODELS OF AWARENESS: DATA INDICATIVE OF A LEVEL OF CONSCIOUSNESS CONDUCIVE TO EFFICIENT TEACHING AND LEARNING OF FOREIGN LANGUAGES

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With thanks to Dr. Lawrence Domash, Professor of Physics, Hampshire College, Amherst, Massachusetts for his lucid and original exposition of the relationship between human consciousness and quantum systems.[1]

In this author's preceding paper, "Extraordinary States of Consciousness: Implications of Some Recent Experiments for the Field of Language Teaching," the existence of a state of consciousness in which the learning of languages would become more efficient and effective was suggested. Some neurological data was examined indicating how such a state could affect language assimilation. Also, studies of subjects engaged in the technique of Transcendental Meditation[2] were presented. It was indicated that this technique seems to allow meditators to experience a state of consciousness characterized by the following qualities: integrative, coherent, energetic, aware, flexible, along with low levels of tension, anxiety, and inhibition.

It seems obvious, at least from the subjective viewpoint of language classroom teachers, that the existence of such qualities on the level of the personal consciousness of students and teachers would enhance the teaching and learning interaction.

In examining evidence for the existence of such a state, whether achieved through Transcendental Meditation or other systems, a question arises regarding the uniqueness of the human condition; that is, if such a state does indeed exist, are humans unique in the total scheme of nature in having it available? If such an energetic, aware, unbounded level of consciousness exists for men and women, shouldn't such a state be found elsewhere in nature? If it is found, this fact would add interest and impetus to the search for further scientific data about it, and broader interest on the part of teachers and students to experience and use such a state.

Present day scientific knowledge, specifically the field of quantum physics, does, in fact, provide a number of examples of just such states in nature. This field of study has come into existence within this century,

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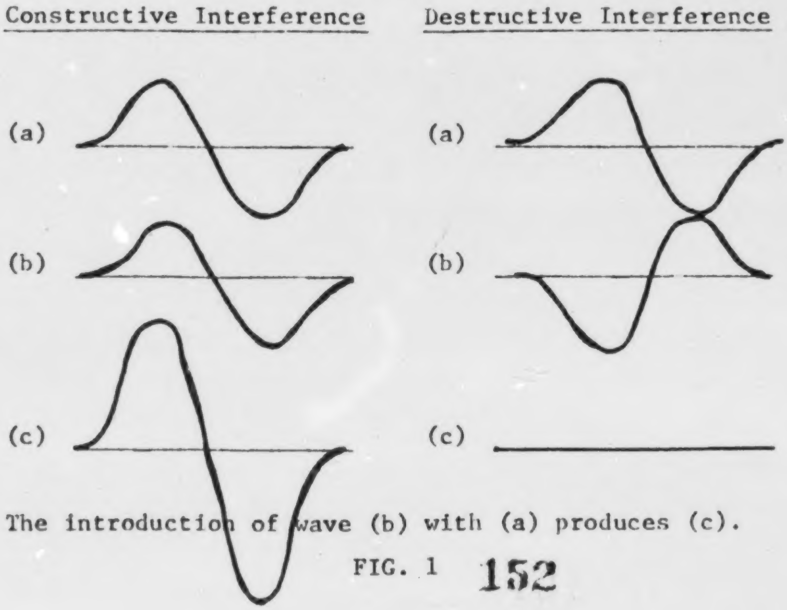
and yet it has proven to be the most successful theory of reality that man has ever achieved. The relationship of this quantum theory to human consciousness has produced an impressive amount of scientific literature which dates back to the 1920's.[3]

The concepts of wave motion in sound and light, and molecular and atomic structure in matter are commonly familiar. Quantum theory indicates that this bifurcated view of nature is not in keeping with reality. Modern physicists indicate, rather, that all sound, light, and matter, indeed, all of creation is merely different forms of a single "stuff," frequently referred to as energy, and that all energy shares both wave and particle characteristics. In other words, the apparent incorporeality of light and the apparent corporeality of a table are more in the eyes of the observer, and less in the actual nature of the things themselves. Although this concept of a total unity in nature is an extremely interesting point, it is beyond the scope of this paper to explore such a relationship. Here, some examples of physical states will be examined in order to see how closely they might parallel some states of consciousness.

First, let us look at the area of quantum wave mechanics. Waves may produce both constructive and destructive interference as seen in the following diagram.

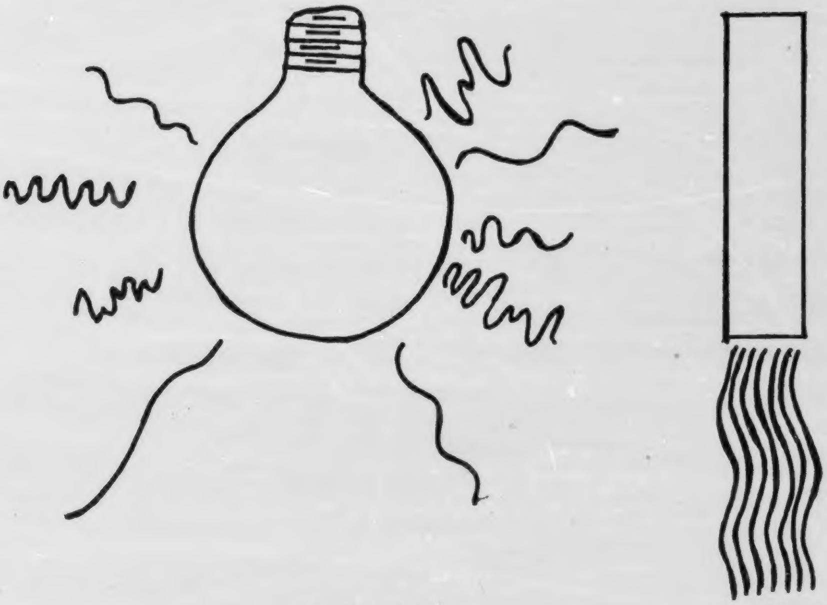


The introduction of wave (b) with (a) produces (c).

FIG. 1

This interference phenomenon of wave action can easily be observed. The "beat note" of two slightly different tuning forks struck together, or two airplane engines slightly out of unison are audible examples of interference patterns in time. The wave action produced by tossing two pebbles in a pond is a visual example of wave interference patterns in space. The Moiré Pattern is an interesting analogy or model of this important wave interference property.

The principle of constructive interference is used in light waves to produce an extremely powerful light, the laser. The word "laser" is an acronym made from "Light Amplification by Stimulated Emission of Radiation." As seen in the following diagram, laser light has a very pure, coherent wave form as opposed to light bulb light which has wave properties marked by instability, chaos, random generation, and waves of all frequencies (color), directions, phases, and amplitudes.



Light Bulb

Laser

FIG. 2

Laser light is stable, integrated, coherent. It contains only a single pure frequency (color) and amplitude. It is in a state of unity related to phase and direction. Laser light as a result of these wave properties is an exceedingly powerful light. As opposed to an ordinary 100 watt light bulb by which we read, a laser beam as small as 1/2 watt will harm the eyes if looked at. A burst of laser light of 10^{13} watts has been concentrated on a 1 mm^2 surface with the effect of instantaneously and explosively vaporizing whatever material is touched.[4]

Interestingly, psychologists observing meditators and meditators themselves use very much the same language in describing the meditative state that physicists use in describing quantum states such as laser light; namely, coherent, stable, unified, pure, and non-chaotic. Studies done on meditators using the technique of Transcendental Meditation (TM) by the Frenchman, Banquet[5] indicate a form of coherence in the brain waves of meditators as opposed to a lack of this coherence in the brain waves of non-meditating subjects. Electroencephalograph recordings indicate that the brain cells of individuals practicing TM fire in a relatively correlated manner, whereas cells in non-meditating subjects exhibit normal uncorrelated firing. Also, meditating subjects exhibit unusually large signals in the alpha (10-12 Hertz) and theta (6-8 Hertz) regions of the wave spectrum. There is an interesting coincidence regarding these frequencies in superconductivity in quantum physics and the use of mantra sounds in meditation. This subject will be discussed later in this paper.

Carrying the laser-human consciousness analogy still further, laser light is produced by a process called "stimulated emission." Atoms are purposely excited into a particular upper energy level. Each is prepared to move to a lower energy level, and therefore emit a photon of light. The atom in question is bathed in a light vibration similar to that which the atom will emit when it does make the transition to a lower energy level. As this process progresses down the laser tube an expanding beam of light is produced, growing stronger and maintaining coherence at every step.

This process of stimulated emission is analogous to the use of mantra sounds in meditation. In the most ancient of Vedic literature it is indicated that the mind spontaneously tends to go through subtler, quieter levels to the transcendent level.[6] The mantra is a sound vibration individually selected for its resonant qualities and used by meditators to cause transitions of the nervous system to finer levels of awareness. The process seems somewhat similar to the progression and emission of light moving down the laser tube. Interestingly, the frequencies of mantra sounds resulting from a Fourier analysis of speech syllables is in the 5-10 Hertz area which are the frequencies related to electroencephalographic frequencies associated with coherent, quiet, subtle states of consciousness.[7]

To continue this possible correlation of mental meditation phenomena and physical wave coherence, the mantra used by meditators is a Sanskrit word which, in addition to being a word in the usual sense, also contains or implies the visual form of the thing it lingually denotes. Thus, a person at the level of pure consciousness described by meditators can use the Sanskrit sound to generate the actual form of the thing (at least the mental form).

Is such a concept completely and totally mystical, or does such a phenomenon exist in our everyday, waking, real world? Indeed, it does exist. The process of holography bears a remarkable similarity to this Sanskrit science of sound, which stores higher dimensional information (i.e. form) in a lower dimensional medium (i.e. sound), and uses the state of pure consciousness to release that higher dimensional data. Holography is a process utilizing pure coherent laser light to produce a wave interference pattern, a hologram, which is a lower dimensional film recording of a higher dimensional light field.

Moving now from the field of light to the field of matter, we also can find interesting analogies to a state of pure consciousness in the human nervous system. The lines on the following Feynman graph of electron scattering show a time-space representation of the history of the behavior of an electron particle (actually a graphical analysis of a system of mathematical calculation of that behavior). The interesting feature of this graph is that it shows a particle of matter moving through space backwards in time!

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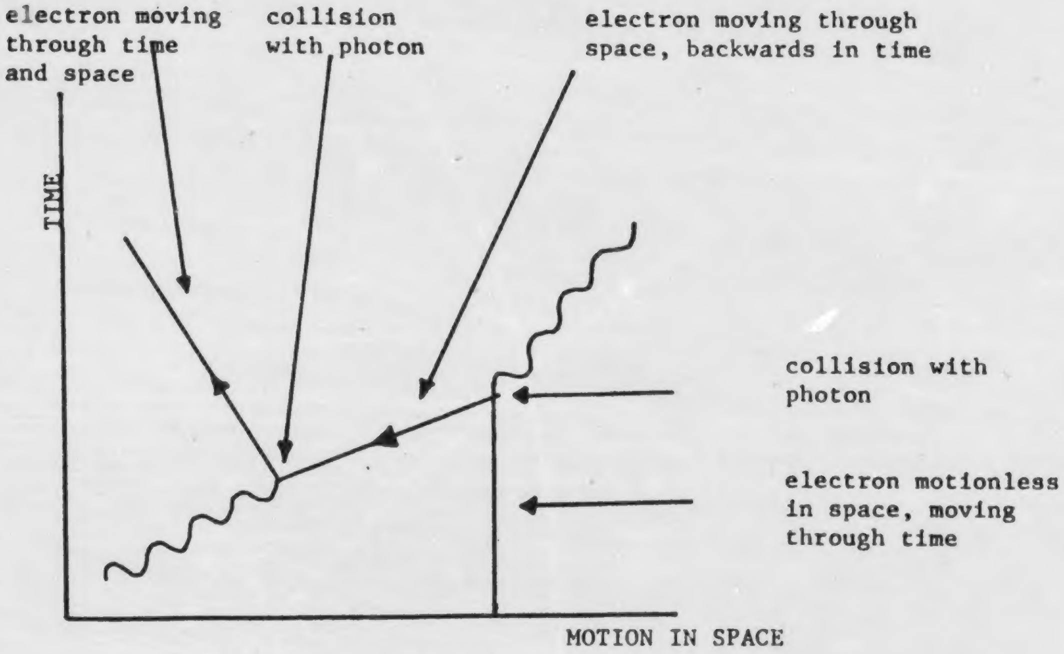
electron moving through time and space
collision with photon
electron moving through space, backwards in time
TIME
collision with photon
electron motionless in space, moving through time
MOTION IN SPACE

Feynman Graph of Electron Scattering

FIG. 3

The obvious implication of this graph is that only from our localized bounded concepts, from our particular view as observers, do we get the concept of time, the concepts of past and future. Also, only from our position as observers come our concepts of space and change. If we do not have time, we also do not have movement through space; if we do not have movement, we do not have change. Future and past, space and change come only because of our prejudices as observers. No events occur. Change is only a mirage.[8]

Again we can draw a remarkable comparison to the words meditators use to describe their experience of pure consciousness. They use words like timeless, boundless, changeless. Meditators speak of a level of pure consciousness from which their energy, intelligence, and creativity stem. They indicate that this pure unbounded formless field gives direction and form to their own creativity and all manifestations that they see around them.

Finally, in this paper, we might ask, "Is it possible to deal with such concepts as unmanifest states on a relatively gross level, on a level that we can hold in our hands, and see, and touch?" The answer is "yes." By examining macroscopic (as opposed to microscopic) quantum mechanical systems, we find such discoveries as superfluids and superconductors. Here the quantum properties of single atoms become extended to large macroscopic collections of atoms. If substances are cooled to a critical temperature, approximately a few degrees above absolute zero (minus 459° F.), very suddenly the substance becomes a completely different substance and takes on very remarkable properties. Helium, as it is thus cooled, becomes a boiling writhing fluid and suddenly at the critical temperatures (lambda point, 2.2 Absolute) it changes to a totally calm passive liquid. This new liquid (HE II) exhibits total zero viscosity. It does not recognize boundaries, but will merely flow through the walls of any container or conversely, over and into a container. It is boundless. It has absolutely no resistance. At the point in cooling where part of the experiment is superfluid and part still normal helium, the superfluid helium will flow through the normal component without resistance or effect. This interpenetration can be taken as a model of a state of consciousness which Transcendental Meditators discuss. In this state of consciousness, pure awareness and a waking state of normal activity simultaneously coexist; infinite unbounded silence along with activity, both together.[9]

Likewise, if metals are similarly cooled, they become superconductors. Electrical resistance becomes zero, and current induced in a superconductor will flow eternally, forever, without regard to time. In normal conductors, of course, current is used up and ceases to flow almost instantly. In superconductive magnetism, pieces of metal will be supported in space forever. All of this occurs without resort to any mystical concepts. All that is involved here is a basic ordering of waves and particles; that is, the establishment of quantum coherence on a macroscopic level, whereby helium atom waves or electron waves in conductors become correlated so that a macroscopic sample as a whole has quantum properties which make it act like a single large atom.

The behavior of these physical systems reminds us of studies in the field of educational psychology done on transcendental meditators that show lowered anxiety, tension, and inhibition, indicating a lowered resistance to the demands of the learning situation, a more resistant-free flowing interaction with the world, an ease and acceptance of the challenge of learning problems, a boundlessness and nonlocalization in an accepted world of boundaries and localities.[10]

It is well to stop here and clarify the intent of this paper. We have drawn a number of analogies between the physical world and a level of consciousness which would seem to promote energy and creativity.

It is well to remember, however, that the analogies we have drawn do not mean that the two systems are, in fact, the same. The analogies only mean that the systems are somewhat parallel. Usually an analogy taken beyond a certain level of detail will break down, showing that the systems correspond only in part. Historically, some analogies have failed, such as that between the structure of an atom and the solar system. Other analogies have led to discoveries of similarities even deeper than were expected; for example, the wave nature of the electron was suggested by analogy to the wave nature of the photon. Whether they succeed or fail, analogies are important tools in research. They stimulate interest and yield suggestions and guidelines for further work. It is useful, therefore, to pursue them until they either break down or yield fruitful new directions.[11]

To use words that are very much in the public attention today, the educational problem is, in part, an energy crisis. The physical sciences are indicating that in the world of things everything is energy. We are surrounded by various forms of energy everywhere (the air, the table, the wall). We have an energy crisis because we lack the awareness (the facilities) to use the energy that is everywhere.

Similarly, in the human system we have a great energy potential, but lack the consciousness to bring it to actuality. The job of education has become much larger, and we try to accomplish the task with the same energy resources used by people of previous times. It is now apparent that there are rich sources of energy lying quietly and unused deep in the human nervous system. It is just simple common sense to attempt to tap these sources.

In view of the slow progress that has been made in foreign language teaching in the last quarter century it would seem ill advised for students and professionals to turn away from this matter of change in level of consciousness. Studies already done in the field, and the remarkable analogies existent in the physical world indicate that this is a possible path for progress in the field of language teaching and learning. The field of levels of consciousness is another challenge in language teaching just as new grammar was a challenge 25 years ago.

Jakobovits in commenting on the neccessity of a change of consciousness for educators and administrators refers to this new awareness as, ". . . positive affirmation of an alternative, the denial of the inevitability of the _status quo_ . . . the imaginative freedom-giving leap into the unknown."[12] If we lack the courage to look in this direction, if we are afraid to take this kind of step, perhaps the awareness of that fear is the first step to a new consciousness.

Notes

[1] Lawrence H. Domash, _Quantum Mechanics in the Human Nervous System: A Superfluid Model of Transcendental Meditation_, in press.

[2] As taught by Maharishi Mahesh Yogi.

[3] Domash, p. 63.

[4] Jerry B. Marion, _Physical Foundations of Modern Science_ (New York: John Wiley, 1973).

[5] G. P. Banquet, report presented at International Symposium on Science of Creative Intelligence, Amherst, Massachusetts, August, 1971, in press.

[6] Maharishi Mahesh Yogi, unpublished lecture notes, TM Teacher Training Course, Fiuggi, Italy, 1972.

[7] Lawrence H. Domash, _Physics: Coherent Quantum States_, a course of recorded color television tape casettes prepared by Maharishi International University, Santa Barbara, California, 1972.

[8] Domash, _Physics: Coherent Quantum States_.

[9] Maharishi Mahesh Yogi, _On the Bhagavad-Gita: A New Translation and Commentary_, Chapters 1-6 (Baltimore: Penguin Books, 1969).

[10] Karen Blasdell, "The Effect of Transcendental Meditation Upon a Complex Perceptual-Motor Task," unpublished research report (Los Angeles: Dept. of Kinesiology, University of California, Dec. 1972).

[11] Domash, _Physics: Coherent Quantum States_.

[12] Leon A. Jakobovits, "Freedom to Teach and Freedom to Learn," _TESOL Quarterly_, (June 1973), 117-126.

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LANGUAGE TEACHING IN THE POST-NUCLEAR AGE

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No event in the current history of man has more clearly illustrated the fact that we are indeed living in the post-nuclear age than the most recent crisis in the Middle East. Arms, tanks, planes and rockets were sent to the warring nations by two of the largest nuclear powers in the world, and that particular crisis was reduced to a stalemate because neither of the two suppliers was willing to risk nuclear conflict, even though both of them have the capacity for practically infinite overkill. This manifestly demonstrates that for all practical purposes nuclear war is not a possible choice for chief executives or for the nations which they govern.

It became evident fairly early in the Arab-Israeli war that the only kind of activity possible for either side was the horribly enervating battle of attrition, such as the one now being fought between North and South Vietnam. Ironically, the development of the most destructive weapon known to man has made the use of that weapon impossible. The total destruction of man and his environment is no viable choice for anyone, because without the conquered there could be no conquerors.

The solution to all international conflict is now apparent to all: the common conference table, and politics will once more be defined not in terms of destructive powers but in terms of the "art of the possible."

Long before the explosion which launched the first Sputnik and started the fierce race between the United States and the Soviet Union for technological superiority in the areas of space and arms, the myth of the "Sacred Cow" of science was firmly entrenched in the thinking of all industrialized nations. This tribal myth which merely supplanted other, more ancient ones, coupled, as I say, with the overwhelming drive to be first in space exploration, inevitably corroborated itself and made scientific investigation the top priority item in the economies of these nations.

Science and scientists, already disproportionately prestigious, grew even more enhanced and venerable. However, now that the finish line has been crossed (and, to continue the metaphor, it must be considered a photo-finish) it might well be the time to re-evaluate the very goals of man and the part which science can play in the attainment of those goals. I do not mean to imply that the study of science has come to an end; I merely wish to state that we can no longer regard the end product of scientific research as the panacea for all cosmic ills.

For the last two decades at least (and, for that matter, for the past millennium) scholars in the realm of arts and letters have been hard put, in spite of many fine apologies for these disciplines, to avoid the feeling of inferiority vis-à-vis their sister disciplines in science and even in the behavioral social sciences. The vast majority of the world's interest, money, and applause has been directed to them, and very little attention or homage has been paid to those of us involved in less practical products. This is, of course, a very understandable phenomenon, but one which causes us no little concern.

May I suggest that at last our time has come? By this I do not mean to say that what we have been up to heretofore has not been relevant to the human condition or has not contributed to the betterment of that condition; I simply say that perhaps the time has come when we who teach things like foreign languages may now be in a position to restate emphatically our goals and our raison d'être. I must say that in recent times I have seen an undue emphasis placed on what I would call the utilitarian byproducts of language study: the kinds of positions open for majors in language, the practical purposes to which languages may be put, the job openings in the areas of translation, diplomacy, and commerce. Now these are by no means reproachable motives for language study; it's just that, in themselves, they do not justify the time and effort expended in mastering a foreign language, and they by no means constitute the prime purpose of that mastery.

Before I go on, let me again make it clear that I am in no wise attempting to belittle the sciences and the enormous strides which science has made and will continue to make in the direction of solution to human needs and problems. As a matter of fact, we remain indebted to science and technology for the possibility of programmed language learning, the vast electronic know-how which makes possible the language laboratories, and the audio-visual aids which science has afforded us. I do not wish to see us become enchanted with the utilitarian aspects of foreign language study.

At the risk of being naive and hypersimplistic, I must remind us that language is the first, the ubiquitous, the most available medium of human communication. It is, hence, my contention that in a post-nuclear age the human race stands most desperately in need of human communication. All of us are very well aware that we have rushed headlong to the very brink of nuclear annihilation, and we see clearly that we now have no other choice but to sit down together and discuss our survival. The age of saber rattling and confrontation is over; the age of communication has, by reason of a force majeure, become our only possibility. In such a situation, that is, on the very brink of extinction, one would have to be mad not to master some language other than his own. Until and unless most of the people on our ever-shrinking planet are able to communicate benevolently with some other peoples, we will sit forever under the sword of Damocles.

In all of man's recorded history there is no single confrontation of any proportion which could not have been averted by mutual understanding and compromise. I do not say that communication will, ipso facto, erase evil. That would be to fall into the same pit into which those have stumbled who have regarded any single area of human activity as the salvation of mankind. But there is no doubt in my mind that there is a direct ratio between human communication and human harmony.

Again, at no time in history has there existed the huge network of communications media throughout the world. (Another fact for which we are beholden to science.) And in spite of this fact we find ourselves confronted with a seemingly paradoxical phenomenon: there seems to be an inverse proportion between the multiplication of the media of communication and communication itself. There seemed to be in times past when the naturally spoken or written word were the only media of communication, (e.g., Latin during the Middle Ages and early modern times) there seemed to be, at least superficially, more direct communication and understanding than there is presently in our own highly sophisticated world.

Obviously, the trouble cannot be traced to the multiplicity of communication media; it must be found in the message, the information transferred. As we are all so acutely aware, language is the first and only valid key to the understanding of any culture. Let me give a recent example of the misunderstanding and misuse of that prodigious key. Since there were so few people of influence, either in the military or among the diplomatic corps, who understood sufficiently the languages and the dialects employed by the North and the South Vietnamese, the United States found itself almost ineradicably entwined in a civil war which she could graciously neither win nor lose and ended up doing neither. The language codes of these peoples were simply not understood; hence their philosophy, their ethics, their religion, their politics and their purposes had to be extrapolated in terms of western thought, and in the process they became so completely jumbled that they could only result in a continuance of a war which we in the west did not understand at all. Examples of this nature could be plucked almost at random from the pages of recorded history. Suffice it to say that the basic problem involved is the misunderstanding of a foreign language and the inevitable misunderstanding of what makes a particular people act the way they do.

We need not go that far afield, as witness the total misunderstanding which exists today between black and white Americans. The whites do not understand the language of the blacks and vice-versa.

"Whoever does not toot his own horn, the same shall not be tooted!" I don't know who the original author of that undeniably correct quote is, but it certainly can be applied to us who are in the business of teaching foreign languages and literatures. The time has come for us to state in a very straightforward way the reason for our place in the educational process, and in the university in particular. We must make it clear to our students, to our administrators, and to the general public. We may have to beat some drums and clash some cymbals to accomplish this, but it behooves us to do it.

We all know that the basic thesis of Benjamin Lee Whorf applied to something far deeper than simply the level of lexical equivalencies (or inequivalencies, if you will). He had an insight into language and its structure that we can ill afford to overlook. Although we may not all agree with some of the conclusions which he and his successors have drawn from this basic insight, we must all subscribe to the initial vision which he had: languages are a way of looking at the world, and the visions which these various languages generate can be vast and practically insuperable.

It is for us to press on with every means at our disposal to make these differences smaller and perhaps even superable.

ED102856

FL 006 209

THE CASE FOR PROGRAMMED LEARNING

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At some time or other I am sure, all of us have had some experience with supposedly automated or programmed learning, especially in the area of foreign language studies. Reactions to this type of system are as varied as the systems themselves. However, as an educator in foreign languages, I wish to present to you here my personal reactions to and comments upon programmed learning in general and one system in particular.

In my association with foreign languages, I have been exposed to several approaches to learning, ranging in scope from the teacher at the front of the room, possessor and dispenser of information, to the plug-yourself-in-and-don't-bother-me systems. In my rather Candidian optimism, I believe that there is a middle ground where neither the educational skills of the instructor nor the inherent and varying intelligence of the student are insulted or jeopardized, state adopted textbooks notwithstanding.

If our credo as educators is that of the welfare of our students, and if, as Rousseau would have us believe, individualized instruction produces maximal educational harvest, then educators are indeed heavily laden, not to mention overburdened with a great responsibility in subject matter alone, leaving aside the increasing peripheral encroachments of education in general. If we hold to our credo, then we immediately examine the tools in relation to the users. Unfortunately, the state adopted textbook list may not be able to fully accomodate the needs of a disparate class, in which, as all good curves bear out, there may be a student of Gargantuan appetite who sails through everything and anything, side by side with one who struggles to improve a grade 6 reading level in the tenth grade. The rapid advance of foreign language attrition is usually noted sooner than later. The brighter student becomes bored, the slower student drops and the middle mass gets the blahs.

Many of these same students may eventually return to language learning via commercial language instruction, which hurts financially, try again in college, which may again wreak havoc on their psyche, or shout a lot when abroad, which does little for the national image. In trying to "sell" language instruction to students from a career point of view, it will be noted that a foreign national living in the United States will usually be hired over a home grown product, whereas abroad the converse is more usually true.

Our role as foreign language instructors, whether in grade school or in college, is, therefore, privileged. We must see each student as an Emile who draws on our knowledge, yet who has an intelligence that he too may develop alone. A programmed course can accomplish both of these goals, maximally, within the traditionally structured school.

Since their introduction, when tape and recorder systems were proffered as innovative and preferable to one instructor giving his or her all before a class, there has been both controversy and emotionalism associated with machine and programmed instruction, the former faring somewhat better than the latter. The relative ease of learning with programmed materials, so vastly different from the lock-step learning encountered so frequently in what may be called "traditional" texts may alarm both student and instructor. Within the broad boundaries of behavior within the educational context, there obtains the philosophy that easy is bad and hard is good.

Students and instructors have been conditioned to feeling that a certain degree of frustration is necessary before a point is mastered. However, most behavioral research points to the damaging effect of negative reinforcement. In the stimulus-response-reinforcement sequence, positive reinforcement is paramount and lock-step frustration should be eliminated by the positive reward of correctness rather than opprobrium. It should not be assumed as a corollary that a teacher, freed from the daily repetitious tasks will react as a housewife freed from drudgery with a new mechanical aid who turns to soap operas. Rather other activities, field trips, games, lectures and discussions may be more adequately prepared and more fully enjoyed.

The material in programmed instruction is presented in frames. Each frame leads a student closer to an objective, in the broadest context, the mastery of the language and in the narrowest, the mastery of the indefinite article, for example, by a logical and comprehensive progression. The frames and the program itself are developed in systematic fashion so that each accomplished step leads the student to the objective without negative reinforcement. Each positive reinforcement resulting from a correct answer makes it more likely that good behavior patterns will be repeated.

The programmed material with which I worked was based on this philosophy. The foreign language programs are developed through Behavioral Research Laboratories of Palo Alto, California. The same company markets a reading program with which some of you may be familiar as it is used fairly extensively in elementary schools with some success. One criticism regarding the reading program is that it is boring and this same criticism may be applied to the language program if used inappropriately. Any method or program is enhanced by the addition of flesh and blood and any instrument is effective only if properly used. The program should not be an end in itself. If so used, boredom is indeed a certain concomitant. The role of the instructor is, in my prejudiced view, paramount. By this I do not mean dominant, rather omnipresent, functioning on many levels, being rather than necessarily doing. Passivity on the part of student or instructor is misuse of the program.

As with most programmed instruction, the positive reinforcement philosophy prevails, nothing succeeds like success. "No" is almost a forbidden word. Any mistake is to be left at the wayside to die uncorrected until the student has himself mastered the troublesome point and may be complimented on good sentences, good responses to oral work and good comprehension. The program uses native speaking instructors on tape, as do all tape accompanied texts. The value and success of such on-line instructors is only valid if a student can turn that speaker back 1,000 times if necessary until complete mastery is achieved.

When 10 or more students are listening to one tape, the usefulness of native instructors is invalidated as the tape continues but comprehension may cease in 3 or 5 students. The program is also preferable to the lab situation where the tape also continues to run in spite of difficulties of individual students, and with the program, there is no Big Brother at the console. With the Behavioral Research approach, the student interacts in best Socratic fashion, individually with his own tape, cassette and book much as he would with a teacher, but in privacy without peer achievement worries and teacher phobia. The student has a teacher who will not run out of patience, who will go over a point ad infinitum if necessary. Demanded from the student are oral responses, aural comprehension and written responses. The subject matter is very logically broken into frames or fragments and information is presented carefully building-block style. Each frame is presented, drilled, digested and reviewed as other fragments are hitched on unnoticed until the student is in possession of an increasing amount of knowledge without emotional scars.

With each student working at his own speed, any number of students may be at any point in the text at any given time. Because of this multi-level activity, the instructor may find that difficulties or even potential difficulties were more obvious at an earlier point and problems more easily corrected.

Each frame has its own answer which is covered while the student works at the particular activity demanded at that point. The student is encouraged to study the answer carefully in order to compare any differences and to analyze why his answer may differ from the text. If an answer is incorrect, the problem is not emphasized but rather, due to the cyclical nature of the text, is re-presented in slightly different form and the error corrects itself usually. The instructor's help is enlisted as a last resort when the student cannot solve the problem alone. Of necessity a certain maturity is demanded of the student and may be drawn from him, which can help in the discipline area.

Machines are impersonal, however, and it is the role of the instructor to make acquired knowledge vital and viable in differing situations. The instructor must be the catalyst, bringing to life with an individual student or a small group at the same level, the knowledge which has been learned alone. The instructor must play subtle variations on a theme and by so doing may verify, reinforce and check on a student's progress. Needless to say, for the instructor a thorough knowledge of the program is necessary and the ability to move through it at random, drilling on any frame, is mandatory. In one lesson period, one may have to cover -ar verbs, the indefinite article vowel sounds and accentuation patterns in Spanish. In French, the use of accents, negation and genders may be covered in one class period. If one is lucky enough to have open scheduling for the language area, the variety will be even greater, ranging from the definite article to the use of subjunctives and root changing verbs.

In introducing a programmed method within the structured school system, one of the biggest stumbling blocks is the removal or de-emphasizing of peer group competition which appears almost congenital. Rewards, which are unfortunately synonymous with grades come not on a basis of amount covered but rather how well a student can use knowledge. It is difficult to impress on students and sometimes adults that it is unimportant that student A is at frame 21 and student B is at 221. It is important to stress that skipping frames to "catch up" is of no use. The student cannot fathom the mysteries of the conditional tense if the basic concept of verbs and tenses has not been thoroughly worked through.

Once a student is free to work without negativism resulting from peer group competition or fear of the teacher wielding the failure paddle, the program may produce diverse and varied side effects, mainly beneficial. A slow learner may blossom, those who require teacher approval get it and streak ahead. Students who turn mute at the approach of an instructor can often be helped by a student who has progressed further, who in turn feels rewarded at being "a teacher." The ripple effect of the program is gratifying and seems to endorse the underlying philosophy of success begetting success.

Programmed texts can aid the battered psyche of both student and instructor and in using the texts side by side with "traditional" texts the fact that most barriers to learning in general and language learning in particular are psychological is thrown into greater relief. Given time, effort, circumstances and money, many problems in language learning may be removed. Given the bleak economic picture in the educational world at present, the financial aspect cannot be minimized.

Cost in relation to result continues to be a viable if disliked measuring stick. The fact that the Behavioral Research programs have been offered on a cost/performance basis is revealing. As long as foreign language remains in the elective area and, due to the pinch in educational finances presently, it seems that it is doomed to remain so, as instructors we try to almost inveigle students into language classes to aid dwindling enrollment.

By using a programmed text, the instructor's energies can best be put to use while simultaneously serving the best interests of subject matter, student, school and community. Within a traditional framework, namely the progressing year-long course, new students cannot always be accommodated. In an increasingly competitive arena, foreign languages are hard pressed to compete with guitar or science fiction. Yet, I have sometimes been forced to turn away students who wished to begin foreign language study in the second or third quarter because language study is usually studied on an ongoing basis.

The "traditional" text is usually sequential and of necessity exclusive. It does not lend itself well to independent study, I have found. The flexibility of the programmed course can obviate this situation. It can be possible for a student to be absent for a quarter to study independently, checking periodically with the instructor, or to leave altogether and return to pick up at the point at which he left. Thus, any student may be accomodated at any time. The small step sequencing of frames, complete with answers, makes independent study both palatable and practical. The student may be enrolled in both his guitar class AND foreign languages, which always helps enrollment. Both subject matter and student benefit.

In introducing individualized instruction into a structured school system, administrators seem pleased but inwardly hope it will go away. Individualized programs appear synonymous with upheaval, Summerhill style. However, a programmed text allows maximum flexibility for student and subject matter without disrupting school schedules. Once the materials are purchased, they are available for use by not only students, but by parents and other faculty also. With no rigid schedule a parent may come to class, after school, or study at home.

As they progress their usefulness in the classroom is welcomed. Parents may come and aid students or vice versa. Again the ripple effect, which can do wonders for school/community relations.

It may appear that I consider programmed materials in foreign languages as a panacea. I do not. However, having used them with two widely differing groups, three classes of sixth graders and several adults who studied foreign languages for pleasure or necessity, I became more aware of why foreign language presents a problematic area in curriculum. I feel that in the areas of enrollment and economics, programmed texts may alleviate our woes better than the "traditional" text. The machine need not be impersonal if the instructor is at ease with the program. The machine will not pronounce badly or run out of patience as we may, or even Socrates or Rousseau may have. Both these mentors favored one-to-one instruction. Programmed materials offer this. The responsibility for learning is placed less with the student and instructor and more with the program. Programmed instruction offers guaranteed comprehensibility, tested efficiency, built-in self-correction and automatic encouragement, not to mention an automatic diagnostic feature in both learning and discipline situations. They offer flexibility. Beset as we are with problems in our field, we can draw on this flexibility, we can use programmed materials without being used by them.

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ED102857

FL 006 710

ROLE-PLAYING AS A METHOD OF TEACHING CIVILIZATION

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Recent years have seen a great increase in interest in civilization and culture courses. This increase can be seen as a response to two very different stimuli: 1) decreasing enrollments, and 2) recognition of the fact that students who are no longer required to take a foreign language do so because the language represents a culture which appeals to or interests them. It is to be hoped that we teachers can respond capably to their interest.

I chose role-playing as a vehicle for teaching civilization because I felt that students have become more interested in understanding than in memorizing great quantities of information. One way of understanding is to experience something from the inside; why, then, could one not try to get inside a Frenchman? This approach from the inside can be termed role-playing. One's first reaction might be that role-playing is for psychologists, and this is perhaps true, but the teacher's purpose has always been to lead students into drawing logical conclusions from available data, and that is essentially what role-playing is.

The ultimate benefits of a functional culture course can be vast: 1) cross-cultural understanding; 2) an ability to function in the culture; 3) some geographical knowledge of the country and an understanding of its relation to the culture; and 4) potential usefulness for future teachers. Role-playing seemed to me a good way of achieving these benefits.

How does one go about implementing such a design? Because every foreign language course should be primarily a language-learning activity, it was determined that this course should be conducted entirely in French, in a discussion-group setting. There were, however, no lengthy reports with technical vocabulary or miles of statistics; all class members read the same material for each day, and had, at least theoretically, the same basic vocabulary. Les Français, by Lawrence Wylie, was used for the class text, and the students liked it very much; its sociological approach was quite new for them. In most cases, they were able to read a complete chapter from one class to the next, with minimal difficulty. They also frequently received handouts and supplementary material from Comment vivent les Français and a large assortment of French newspapers and magazines.

The first task of the students was to choose a French character for the entire quarter. They received a list of French names (see Appendix), with ages, places of residence, jobs, children, etc., and were allowed to choose. They were told that they must spend the quarter learning everything about their character, and must be that character in class discussions and for exams. They began by seeking information about their city and region and sharing it with the class. The region was loosely defined, because they were required to locate references to the region in newspapers and magazines to which they had access, *e.g.*, *Le Monde*, *Le Figaro*, *L'Express*, and *Paris-Match*. After some time for reflection, two class periods were spent discussing as a group each one's lifestyle, political tendencies, and religious beliefs in the most general terms, simply to give each one some orientation at the beginning. They modified their ideas as the quarter progressed and they made new discoveries: it was a surprise for them to learn that perfectly nice people vote Communist. Activities were staged that would force them to take a stand and support it, such as mock arguments between characters who would probably have differing opinions. One might wonder how they could be sure, and argue that they might resort to stereotypes and simplistic approaches to problems, but it was felt that they could draw logical conclusions when sufficient data were provided, and that perhaps a simplistic understanding is better than none at all. They relied on Wylie's insights into attitudes as a basis for their own attitudes. The instructor intervened only when they made impossible statements, *e.g.*, "Do you *really* think that the wife of a professor of medicine would be a housekeeper?"

They kept a notebook throughout the quarter. The first entries were the geographical information they had found, then an autobiography which could be totally fictitious, but had to be logical. There was a required entry for the notebook for each class period: questions from the text, specific questions about the reading, and questions requiring them to extrapolate from their reading: "Why do you have so many (or so few) children? How would you describe the age pyramid of your region?" Most subjects were at least touched upon in class, and the notebooks were examined from time to time. There were two exams, with essay questions which had to be answered as the French character. The questions were based on class discussions directly or indirectly: "How have the 'classes de morale' that you took in primary school helped you in your life? Would you agree to move to Paris? Why or why not? Why has your old friend M. Bordas left his farm to work in a factory? What did General DeGaulle do for France? Do you know any Americans? Describe them. If you do not know any, what is your idea of a typical American?" (See Appendix)

Another part of the notebook was a section for personal reactions to reading or class discussion. Less aggressive students often have very good and thoughtful comments but lack the courage to bring them out in class, so this section offered them a chance to react.

Class discussion followed more or less closely the structure of the book, but as has been mentioned, it was thought necessary to bring in current materials. As an example, one chapter describes quite well the structure of the family, but the class gained a new insight into the traditional family during a discussion of an article on recently-passed laws concerning the status of illegitimate children. Another section on typically conservative child-rearing practices was enriched by an article about the fearful attitude of many workers toward leaving their children in a summer "colonie de vacances," and a discussion on why this attitude existed. Each person was then asked to describe his success as a parent, or, if he had no children, to discuss his feelings about his friends as parents, and whether he would rear his children as his parents had done. The class frequently gave evidence of having unconsciously absorbed French attitudes. Because of an ambiguity in language, there were some very revealing answers to the following question: "Bearing in mind what you learned in the 'classe de morale,' do you believe a poor man can conduct himself (se comporter) as well as a rich one?" Interestingly enough, the poor ones all said, in effect, "You don't need money to be good," while the rich ones said, "No, he can't have good manners, he lacks the proper experience."

On the whole, the class was a success. The response to Les Français was most enthusiastic, and class participation was at its highest and most spontaneous level. Class attendance was good, and there was no need to badger anyone for completion of assignments. Although there were no grammar corrections during class discussions, their language improved in that their speaking and understanding had had a thorough workout. Most importantly, the students felt they had learned a great deal and had arrived at a better understanding of the French. Their evaluations at the end of the quarter said their interest in continuing to study French had been maintained or increased, and they felt the course had given them something personally, as well as providing the future teachers with useful information.

There were moments of great success, such as their discussion of their own education after the witty presentation of the French school system by our French assistant who had been teaching in Paris, and of course there were the less-successful moments, days when no one felt like talking, or chapters such as those concerning government institutions which, I am forced to admit, may be interesting reading, but lend themselves with great difficulty to an animated discussion.

A class of this nature requires a great deal of work on the part of the teacher. One must be committed to the idea, to making it work, and be interested in all aspects of French culture. One cannot pretend a great liking for Johnny Hallyday, but can be interested in the reasons for the tremendous success of such a phenomenon. One must be willing to do a great deal of reading about modern France, in order to keep up with current developments. It helps to have access to several popular publications of different political persuasions, for the compulsive clipper is ahead of the game when supplementary materials are needed.

The class was intended as an experiment, and part of its success must be attributed to the nature of the students. I knew most of them for one or two quarters before the class was offered, and felt they would be suitable for such an experiment, so it is possible to think the results are unrealistically successful, but I still feel that role-playing is a viable approach to cross-cultural understanding, and is a method which could be attempted with great hopes for success by the teacher who is concerned with offering his students an enjoyable course.

APPENDIX

Personnages

1. Erick Bailbé, étudiant en dernière année de lycée technique, 18 ans, Aurillac.
2. Jean-Claude Lacoste, avocat, 26 ans, marié, pas d'enfants, Toulouse.
3. Annick Caradec, étudiante d'université, Vannes, 21 ans.
4. Pierre-Yves Guichard, viticulteur, 3 enfants, Beaune, 45 ans.

5. Antoine Clancier, ouvrier spécialisé, Saint-Etienne, célibataire, 22 ans.
6. Paul-Laurent Arland, professeur de lycée, Paris, 29 ans, 1 enfant.
7. Claude Dubois, mineur, Lille, 9 enfants, 41 ans.
8. François-Lucien Meyer, Strasbourg, fabricant de saucisses, 37, 1 enfant.
9. Georges Launay, fonctionnaire des PTT, Paris, 53, 2 enfants.
10. Denis Hervier, hôtelier, Nice, 33, célibataire.
11. Marie-Madeleine Peyre, coiffeuse, Marseille, 18 ans.
12. Janine Voyenne, secrétaire, Tours, 24, mariée, pas d'enfants.
13. Jacques-Albert Ancelet, agent de police, Paris, 32, marié, 1 enfant.
14. Serge Yaouanc, pêcheur, La Rochelle, veuf, 5 enfants.
15. André Lemaître, laitier, Falaise, veuf, 1 enfant.

Final Exam

Choisissez dix parmi les douze questions.

1. Comment les classes de morale que vous avez suivies à l'école primaire vous ont elles aidé dans votre vie?
2. Que pensez-vous des subventions que le gouvernement va donner aux écoles libres?
3. Comment l'éducation du petit Français différe-t-elle de celle du petit Américain? (Répondez à cette question en tant qu'étudiant du cours de civilisation.)
4. Si on vous proposait de déménager à Paris, que diriez-vous?
5. Pourquoi y a-t-il tant de lois au sujet de la famille? Donnez quelques exemples des manières dont le gouvernement touche votre famille.
6. Vous avez découvert que votre fille de 18 ans a une liason avec un garçon de son âge. Quelle est votre réaction?
7. Racontez une journée typique que vous avez passée.
8. Pourquoi votre vieil ami M. Bordas a-t-il quitté sa ferme pour aller travailler dans une usine?
9. Quel est le niveau d'instruction que vous avez? A quel niveau d'instruction vos enfants pourront-ils prétendre?
10. Quelle est votre attitude envers le planning gouvernemental? Pourquoi pensez-vous ainsi?
11. D'après vous, qu'est-ce que le général de Gaulle a fait pour la France? Quelle fut votre réaction quand vous avez entendu la nouvelle de sa mort?

12. Connaissez-vous des Américains? Décrivez-les. Si vous n'en connaissez pas, quelle est l'idée que vous vous faites d'un Américain typique?

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ED102858

FL006211

BLOOMFIELD AS A TEACHER OF ELEMENTARY GERMAN

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Leonard Bloomfield (1887-1947) has been hailed as "the father of linguistic science" and praised as "a giant in linguistic history."[1] Although Bloomfield's monumental importance and impact on linguistic science have been universally recognized, his contributions to the description and instruction of German are considerably less known.

Bloomfield was a Germanist, trained by such eminent scholars as Prokosch, Leskien, Brugmann, and strongly influenced by Saussure. His life-long interest in German is documented by his publications on the description of German structure and on the methodology of foreign language instruction,[2] especially of elementary German. Most significantly and clearly his approaches to the description of German and to the methods of foreign language instruction are reflected in his textbook First German Book which appeared in 1923, and was revised in 1928.[3] This textbook, which is out of print and very hard to find, is not only a historical document on Bloomfield's position within the development of linguistic science but also, when compared with the elementary German textbooks of today, an amazingly modern, superior tool for the study of German.

Bloomfield's methodological concept of foreign language instruction is determined by his departure from the traditional, latinized grammar-translation method and by his demand for simplicity and reduction in pedagogical description, as well as for oral practice. Already in 1914 he stated: "Our fundamental mistake has been to regard language instruction as the imparting of a set of facts [of grammar]" and he proposed that "grammar should be used only as a summary and mnemonic aid for the retention of what has been already learned" (1914; 294,303). This attitude is reflected in his textbook in which the explanations of grammar are very short, and a summary at the end gives all the necessary information because "a grammatical statement means little or nothing, unless it comes as an answer to a question that has arisen. The learner is not asked to study the grammar paragraphs for their own sake, but merely to read them and use them for later reference" (1928; vii).[4]

In the method of grammatical description for instructional purposes Bloomfield abandoned traditional "chinoiseries" (1923;iv). Not only did he follow his own aphorism: "Linguists naturally have no respect for words" (1939; 4) by disregarding traditional grammatical terminology and introducing more appropriate terms (e.g. "Unreal, Quotative" instead of "Subjunctive I, II", or "limiting words" instead of "articles"), but he also rejected the traditional order of description. In nominal paradigms, Latin practice arranges nouns horizontally ("masculine-feminine-neuter") and vertically ("nominative-genitive. . ."); Bloomfield's textbook gives the nouns in an order more appropriate for German by placing the der-nouns next to the das-nouns, nominative followed by accusative, which not only reflects the relative frequency of usage but also illustrates the identical forms. Whereas the textbook of 1923 has a considerable number of nominal and verbal paradigms, the carefully revised edition of 1928 contains far fewer paradigms because Bloomfield realized that "the memorization of paradigms. . .produced collocations of forms which bear so little relation to actual speech as to be nearly worthless" (1933; 506). A comparison with twenty modern textbooks (published since 1960) shows that Bloomfield's awareness of the uselessness of paradigms has not been generally accepted: 11 of 20 modern books have paradigms 8 to 17 pages long. The order of the nominal paradigms is given vertically, according to the Latin tradition, in 13 modern textbooks; only three books have adopted a more appropriate horizontal ordering, while 17 still place the der-nouns next to the die-nouns.

Instead of memorizing paradigmatically, language should be internalized syntagmatically by oral repetition through questions and answers. Bloomfield's textbook, therefore, contains many oral exercises which utilized grammar and vocabulary of the texts. But there are very few translations, one of the characteristics of the traditional method. Bloomfield attempted to de-emphasize the contrast between the learner's mother tongue and the target language by eliminating translation, and he proposed that "instead of translating the work with a text should consist of repeated use of its contents in hearing, reading, speaking, and writing" (1914; 301). If, then, texts are to be practiced orally, it follows that texts in elementary courses cannot be complicated or contain much vocabulary: "The amount of text covered in the first year or two cannot be large. It is to be measured not by the page, but by the amount of new material introduced. Beginners will do well if they learn a thousand words in the first year of the first foreign language." (1914; 302). Modern textbooks, in contrast, introduce as many as 5000 words in a first year course. The texts in Bloomfield's book are very simple and use mainly the vocabulary of the immediate classroom surrounding because "there is no clearer way of bringing out the essentials of language. . .than talking about actions and objects that are before the learner's eyes" (1928;v). Only the more advanced lessons have texts which contain fairy tales or cultural material like "Faust" or"Der junge Goethe".

Word-formation is the "key to German vocabulary" (1928;ix), and so the textbook contains in each lesson a simple outline of the mechanics of word-formation, which are cross-referenced with the glossary entries. Modern books do not consider word-formation.

The stress on synchronic presentation of language constitutes another innovation Bloomfield proposed in opposition to the philological tradition of the nineteenth century. Bloomfield felt that "an exposition to Grimm's law in the elementary German classroom. . .is a deplorable farce" (1914; 305).

The difference between the two editions of Bloomfield's textbook reflects not only the added experience and insight into factors relevant to language teaching gained by a teacher in five years, but also the author's increased scholarly research. In the 1923 edition, no phonetic transcription illustrates the difference between orthography and sound, but in the revised edition of 1928, the International Phonetic Alphabet is given in the introductory chapters on phonology, with new words, and in the glossary. Of the twenty modern textbooks, only six work with phonetic transcription.

The first edition gives examples without morphological interpretations; in the second edition, inflectional morphemes are printed separately to identify clearly the relevant information. In discussing the morphological entities of German structure, Bloomfield always stated a general rule and then listed lexically the exceptions which, if possible, are classified, as for instance the noun plurals. He distinguished the plural groups by gender, followed by a list of "some hundred of the commonest nouns [which] do not follow the above rules" in eight groups.

The morphology of verbs is illustrated in the first edition by paradigms in all tenses, moods, voices, covering 16 pages. In the second edition, the inflectional morphemes are shown separately and then in abbreviated examples; the paradigmatic order is abandoned. The stem vowel alternations of the strong verbs are not treated with any classification in both editions; the stem forms are practiced within the lessons, and an alphabetical list of strong and irregular verbs is furnished at the end. That Bloomfield does not classify the strong verbs according to their stem vowels reflects his awareness that the seven classes of historical grammar are no longer adequate for modern German. In contrast, the traditional seven classes appear in seven of the twenty modern textbooks.

Bloomfield's discussion of syntax in both editions is extremely short, only mentioning the word-order of the "fixed elements" in statements. The discussion of subordinate conjunctions incorporates the position of the finite verb. Here Bloomfield implemented practically what he outlined theoretically in Language (1933; 184), namely the difficulty of defining the borderline between the levels of linguistic analysis. By combining the lexical conjunction with its function in the sentence, the problem is admirably solved in the textbook.

Bloomfield's textbook, particularly the second edition, must have appeared to his contemporaries as revolutionary. In his review of the First German Book of 1928, Hans Kurath attested that the book had "peculiar merit and striking individuality" and that the language "is here treated with common sense and withal a scientific way" (1929; 662). In retrospect, Charles Hockett commented on the textbook: "It was, as might be expected, beautifully organized from the learner's point of view, but contained some unorthodoxly simple treatments that probably disturbed the teachers who considered it for possible adoption" (1970; 537). Yet just this common sense, this economy and simplicity of linguistic description marked the revolution in analysis and foreign language instruction through structural linguistics whose "spiritual progenitor" (Waterman, 1970; 87) Bloomfield is. This revolution meant the elimination of two-thousand-year-old Greek and Latin categories and principles as universal tools of analysis; it meant the discovery of easily describable phonological and morphological entities appropriate for the individual languages; it meant the realization that the spoken language deserves greater scientific and didactic attention than the written word; and it meant the awareness that language can be described without historical considerations.

All these principles and postulates are familiar to the modern linguist and to the modern language teacher who is trained in applied linguistics and in the instructional methods which grew out of structural linguistics. Not generally known, however, is that Bloomfield not only expressed these principles in theory, but also implemented them in his First German Book, long before his revolutionary work Language appeared. As a linguistic scholar and as a foreign language teacher, Bloomfield was remarkably consistent in both his scientific and his pedagogical approach to German. His theoretical work and the findings of linguistic science are utilized in the interest of language teaching. Bloomfield's First German Book is, in its methodological approach to instruction as well as in its description of German structure, an admirable early example of applied linguistics in the truest sense of the word.

But many of today's linguistic scholars consider the "Bloomfieldian era of linguistic science"[5] already as history; yet most principles of today's linguistic science are based on Bloomfield's work. Therefore it is all the more amazing that the non-traditional, structural innovations Bloomfield postulated have not yet found entrance into the majority of modern German textbooks. Bloomfield's words, "It is hard to popularize our knowledge which contradicts in many points the ancient doctrines. . ." (1945; 3) hold still true when we find modern textbooks full of Latin categories, terms, and paradigms with the principles of nineteenth-century historical linguistics.

Today, Bloomfield's First German Book is a historical document of a great scholar's early achievements and a little known monument of the history of linguistic science. Although texts, print, and format seem old-fashioned, the analytic and pedagogical method of describing German is valid and alive. Modern textbook authors could benefit greatly by learning from Bloomfield's First German Book.

Notes

[1] Bloch (1966; 515).

[2] Bloomfield not only contributed to the teaching of German, but also to English, Dutch, and Russian (the latter as co-author under the pseudonym I.M. Lesnin); cf. Moulton (1970).

[3] The hard-cover of the edition of 1923 bears the title First Year German; inside, the book has the title First German Book. In spite of extensive correspondence with publishers and archives, it is impossible to establish how many copies of both editions were printed and when and where they were used in the classroom. Hockett: "I do not know how extensively Bloomfield's book was used". (1970; 537).

[4] Moulton (1945) considered Bloomfield's summary of grammar in the edition of 1928 as so good that he used it as the basis of his own grammatical survey of German.

[5] cf. Robins (1967; 209).

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ED102859

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THE AMBIGUOUS POTENTIAL
OF TEACHING CULTURE IN THE GERMAN LANGUAGE PROGRAM

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An ongoing integration of culture and civilization into foreign language programs at all teaching levels has created a new potential. If fully realized, it may initiate a new phase in foreign language instruction, reaching out into other disciplines. However, there is an element of danger which cannot be ignored. In overextending the program we may dissipate our efforts, and our curricular expansion --without a sound foundation-- may ultimately collapse. The intent of this paper is to discuss the ambiguous potential of teaching culture and civilization in foreign languages. If not handled with expertise, the introduction of cultural material can do more harm than good, can mislead instead of enlighten, can turn out to be more of a liability than an asset. Content, objectives and methods need to be more clearly defined than they have been to date. Although many innovations have successfully broadened the scope of such programs, some teaching has taken on the aspects of gimmicks and show business.

It seems as if the bandwagon in foreign languages, loaded as usual with new ideas, is gaining once again speed and momentum. The majority of the teaching profession is trying to jump on to get hold of its potential riches, riches which bear the label of "culture and civilization." New packages, involving various courses, are being passed out, appealing to student interest and motivation. Helmut Partecke, who describes his experience as an exchange teacher from Germany in the 1973 Unterrichtspraxis, relates the foreign language offerings to a free market enterprise, where a salesman has to offer his merchandise in order to stay in business.[1]

Thus, the consumer will buy only if the package looks attractive, and if its readiness for instant use is guaranteed. We need not be surprised, therefore, that experiental activities such as folk dances, games, song festivals, gourmet cooking along with pop music and movies rate higher in high school students' priorities than in the more achievement-oriented halls of academe. According to Partecke, such courses do not challenge the students' intellectual and problem-solving capacity, eliminating the chance for critical and creative expression. Since such courses do not contain strict performance criteria, the student becomes merely the recipient of therapeutic activity. Such learning packages may serve as immediate reinforcement to the student, aimed at his pleasure and satisfaction, and they may ensure the teacher temporary enrollment. But will they serve long-range goals? Will the student master the foreign language and gain deeper insights into the mystique of the target culture? The simple process of immersion combined with a collection of unrelated data will not achieve that objective. According to Gerhard Weiss, ". . .awareness of a foreign culture cannot be obtained simply through the process of osmosis."[2] Neither the assigning of German names in the classroom nor the dancing of the Schuhplattler will yield an insight into life in Germany. By creating a pseudo-setting the student may gain false security and may mistake his own emotional involvement for actual knowledge.

Equally critical of some experimental and innovative courses is Hugo Schmidt. In questioning their merit, he sees students not taught, but used as "objects for teaching experiments." Those courses do not create a greater stability, as they should. Quite the contrary is the case. "With us," he states, "they lead to a lack of direction.[3] Let us therefore remember the ambiguous potential of the new bandwagon. If we jump on it, let us check the content labelled "culture and civilization," let us steer the bandwagon and not loose direction.

While in Europe, I had occasion to discuss foreign language training with Canadian and American students. Most of them stressed the lack of adequate preparation. "Our foreign language classes were fun," they declared, "but we did not learn very much." Not only ill-equipped in verbal communication, they had to discard many stereotyped concepts as well. Having become accustomed to cultural cues which prompted expected social interaction, they found themselves often misunderstood in the host country. Their lack of perception led up to social conflict and confrontation. In essence, many of the American students while trying to adjust to a different mode of life, experienced a genuine culture shock.

Several recent articles have dealt with this problem. John Troyanovich describes the "culture shock" from the American perspective.[4] Helmut Partecke, already mentioned above, gives an account of his frustrations during his stay in the United States.[5] Both articles bring out the great cultural contrast between the two countries, as expressed in their totally different perception of life.

The merits of John Troyanovich's article are obvious. The article stresses "the crucial concerns" in the teaching of culture in foreign languages and points to the need for adequate teaching materials. Most importantly, though, it compiles a list of German and American behavior patterns, attitudes and ideas. In sharp contrast, he points out differences in the American and German ways of life.

However, his interesting data do not yield certainty, but ambiguity. Here again, we are dealing in generalizations, not taking into account differences in social class, religious preference, sex, age, education, geographic regions and many other factors. As these seem to be the multicolored strands which make up the cultural fabric as a whole, they have to be defined more closely in any attempt to integrate culture and civilization into the foreign language curriculum.

A few examples may be cited here to demonstrate the point. Talking about German life styles, Troyanovich notes:

1. "Toasting with alcoholic beverages is frequent." (page 69) Harold Gutschow, who takes issue with the article, points out the difference: Yes, in Bavaria, if beer is served, but not in northern Germany, except with wine or champagne; and I would add, "never with mixed drinks."

2. "Alcoholic beverages in all forms are used with most meals in most interactions at the table." (page 71) Gutschow points out that this might indicate a visitor's perspective which does not confirm any drinking habits of the average German.

3. "The two forms of address, du and Sie, . . .denote the nature of the relationship." (page 70). This statement does not consider social and class differences. Farmers and blue collar workers usually address each other by du, white collar workers and professionals will stick to Sie. A change of trend can be noticed among students. While some decades ago the formal address among the older students at the Gymnasium was Sie, they now use du indiscriminately, as do university students.

4. "A girl is taught that she is the smarter one 'in giving in'." (page 71). The older generation may have adhered to that, but my experience with German students indicates that self-reliance and self-realization are stressed above everything else.

5. "A woman is expected to 'spoil' her man, defer to him, perform small services. . ." (page 72). The modern German man, appreciating his wife as a "Doppelverdiener," is losing his patriarchal status of the authoritarian father figure, who previously never lifted a finger in household chores or in minding the children.

6. "Prestige residential areas are in the inner city." (page 73) Having lived in one such area myself, I found that due to the greater affluence resulting in car ownership, most newer prestige residential areas are in the suburbs, near a big city or even in the country. The latest in advanced living styles is to convert an old farm complex into an elegant country residence.

Although many more examples could be cited, only three, each of them pertaining to education, will be added:

7. "A student who will attend university and thus attain a status position in society must perform well in school by the time he begins the fifth grade, otherwise it may be too late." (page 75). The new school reform, initiated in all German states, provides for an alternate educational track, which will accommodate students switching at a later date, thereby broadening the premise of equal opportunity for all.

8. "Children tend to remain in the same social class as their parents." (page 70) The great increase of Gynmasiasten of lower and middle class families attests to their parents' belief in upward social mobility.

9. "The German university student goes to class to listen, very seldom to discuss" (page 76). German university students have ample opportunity for discussion in some of the seminars, specifically set up for this purpose. As the majority of the students is politically oriented, strikes, protest actions, demonstrations and violence have been expressed, both inside and outside the university buildings.[7]

The existing examples show that the need here is not to generalize, but to differentiate, but doing so would compound the problem. It raises the question of definition: "What is German and what is a German?" Would any statement which is not modified by a counterstatement avoid ambiguity?

Harald Gutschow's article tries to find a solution by pointing at a semantic difference.[8] Taking issue with Troyanovich's concept of culture shock, he feels that generalizations leading to misconceptions can be avoided. Gutschow suggests that the concept of culture be divided into the two German concepts of Kulturkunde and Landeskunde. Unfortunately, these definitions do not become overt in the American concept of teaching culture, which includes both German concepts. We should keep in mind that neither definition yields a one-to-one counterpart in English.

Kulturkunde focuses on great achievements of a particular country, in our case, Germany. It includes literature and philosophy, architecture, music and the arts. Great names (Dürer, Bach, Goethe), great ideas (the Lutheran faith, the Romantic Movement of the 19th century) and specific concepts (Übermensch, Weltanschauung) are the creative forces contained in Kulturkunde. This then comes close to what we may consider the masterpiece concept of German culture.

In contrast to Kulturkunde, which tends to generalize, Landeskunde differentiates. It deals with the individual and the great diversity of living in everyday culture. It focuses on the behavior patterns of the individual and its influencing factors: age, sex, social status, education, religious denomination, political affiliation, family tradition and geographic region.

Gutschow points out that the complexity of Landeskunde poses problems pertaining to teaching methods.[9] Concerned with clarification, the teacher is tempted to reduce the number of variables thereby using the same principle for Landeskunde as for Kulturkunde. Apparently Troyanovich followed this procedure. In order to contrast the cultural differences between the United States and Germany he generalized, as if he were describing Kulturkunde, leaving out the variables so necessary for Landeskunde.

Here then the teaching of culture shows another ambiguous potential, not only the content, but also the method may remain inconclusive, unless better defined. However, even if the content and the teaching methods have been established, there still remains the question of selection and emphasis.

Changes in contemporary Germany have caused the humanistic concept to fade. The sociologically oriented youth is reading less of Goethe and Schiller, and more of Marx and Engels. Aware of the ideological struggle between communism and democracy, the majority espouses socialism as a compromise.

The older generation notices with disdain that the traditional German's formal behavior patterns have given way to greater informality with no established code of dress or conduct among the young. The growing Americanization of Germany is felt everywhere; Coca-Cola and Shiloh Ranch are equally at home in the United States as in Germany. Americanisms are absorbed at an increasing rate in the German language. Frustration, Job, manager, teenager,do-it-youself, rush hour and many others have become household words, prompting one British paper to comment on the submissiveness of the German language.

In considering the complexity and scope of culture we realize that the modern foreign language teacher will have to be more sensitive to more issues than he or she has been in the past. The teaching of cultural content will require the teacher not to compound, but to correlate information, not to emphasize so much the contrastive, but the descriptive aspect. Keeping up with the contemporary socio-political and cultural developments in Germany, the teacher will have to use a bifocal approach, presenting the traditions of the past along with the dynamic changes of the present. Gerhard Weiss stresses responsibility and objectivity when reaching the target culture, warning against sentimentalism and stereotyping.

> All too often we build ourselves our own pretty little Germany, a fantasy country as closely related to reality as Neuschwanstein was to the Germany of the 19th century, or Disneyland is to the realities of our time. In our missionary zeal we eagerly want to show the best of Germany, and we often end up with nothing more than the perpetuation of the myths of Gemütlichkeit, of Burschenherrlichkeit, of German Butzenscheibenromantik. Those of our students who are naive enough to accept our cultural Lederhosentanz as representative of contemporary Germany will be rudely awakened if they ever should get to Germany; the others who have enough sophistication will reject it as one more proof that the study of German is little more than an irrelevant exercise in sentimentalism, not worthy of serious consideration by a modern student.[10]

The challenge to the profession has been stated quite clearly. If we want the foreign language teacher to be an adequate interpreter of culture, I should like to propose the following to the foreign language profession:

1. to develop instructional objectives, performance criteria and and standardized testing for clarification
2. to institute a clearinghouse for instructional materials and information to avoid duplication
3. to create an Institute of German Studies for an added dimension
4. to initiate a special teacher-training program focusing on Kultur- and Landeskunde to insure greater competence for foreign language teachers

In conclusion, let us take another look at the teaching of culture in the German language program. If we want to convert this new popularity into stability, let us first be aware of the ambiguous potential:

1. Unprepared teachers and lack of methodology may diffuse instead of strengthen our efforts.
2. Lack of adequate, standardized material may lead to misconception instead of insight.
3. The question of what is a German is still open to interpretation.
4. Our fascination with the latest bandwagon may confuse our sense of direction.

In recognizing the ambiguous potential let us therefore close ranks and begin laying a firm foundation. The teaching of culture should not become another fad, quickly outdated and obsolete, but it should lead to the threshold of a new, more stabilized future.

Notes

[1] Helmut Partecke, "German Gymnasium Teacher Meets U.S. High School --Culture Shock in the Classroom," Die Unterrichtspraxis (Fall 1973), pp. 99-103.

[2] Gerhard H. Weiss, "The Language Teacher --an Interpreter of Culture," Die Unterrichtspraxis (Spring 1971), p. 38.

[3] Hugo Schmidt, "The Need for Continuity," Die Unterrichtspraxis (Fall 1973), p. 32.

[4] John Troyanovich, "American Meets German --Cultural Shock in the Classroom," Die Unterrichtspraxis (Fall 1972), pp. 67-79.

[5] Partecke, p. 99.

[6] Harald Gutschow, "Das Problem der Landeskunde," Die Unterrichtspraxis (Fall 1973), pp. 103-08.

[7] "Mehr Staatim Hörsaal?" Der Spiegel, 19. Februar 1973, pp. 32-42.

[8] Gutschow, p. 104.

[9] p. 105.

[10] Weiss, p. 36.

ED102850

SOME CONSIDERATIONS ON THE INTRODUCTION
OF CULTURE COURSES
IN A LITERATURE MAJOR PROGRAM

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The need for substantial courses in culture and civilization has become crucial in the teaching of foreign literatures. Not so long ago there existed the comfortable assumptions that a few lectures on the background to a particular literary movement or school would suffice to place its creations in a proper socio-historical context, that the student would be able to understand the wider implications, and that he would be satisfied that the study of literature per se was significant and revealing. It is clear that this is no longer the case. The dramatically increased awareness, especially among university students, of political, social, and economic realities, of the existence of different societies and value systems has demanded that literature be studied not only from the standpoint of reflecting universal, aesthetic forms but also from that of being the expression of a particular culture. On another level, the same process has been taking place with the rising importance of the sociological and structuralist approaches to literary criticism of men like Lukacs, Goldman, Barthes, and Levi-Strauss. In effect, the purpose of the study of foreign literatures is not only to experience the private, interior sensation of aesthetic satisfaction, but also to understand and appreciate a different experience and view of the world. In order to accomplish this, a thorough familiarity with the socio-cultural framework behind the work is needed.

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The problem of understanding a foreign culture has, of course, its ideal solution in total cultural immersion. However, we are dealing with students who cannot go to the foreign society and spend enough time to acquire this knowledge experimentally. Also, it must be noted that to consider the introduction of courses on culture into a program of literature is perhaps to begin in medias res, for one assumes a sufficient familiarity with the language to permit the reading of literature on the university level The problem of awareness of and response to a foreign culture is posited, tacitly or explicitly, from the first moment of foreign language learning, so that the basis for any appreciation of the new culture must lie in language teaching since it provides the ability for actual cultural participation. Thus at that state where the reading of literature is first possible and where it is proposed to begin formal courses in culture or civilization, two factors must be recognized. The first --that some conception of the foreign society, however vague or generalized, has been acquired which may be beneficial or detrimental. The second --that the crucial necessity for a highly structured methodology diminishes as the intellectual dimension increases.

The attempt to explain culture by means of organized courses raises a series of questions which may be grouped under two general headings. The first may be called the form of the course, and the second, the relationship between literature and culture.

The form of the course is a function of its aim. Here the object is to remove any prejudices or misconceptions, as well as to provide an opportunity for the student to understand fully not only the evident, openly discussed structures in the literary work, but also the obscure, unmentioned assumptions on which these structures are based. This understanding in turn leads to an even more profound appreciation of the culture and the consequently increased enlightenment of the student's mind.

In order to explain the world view so concisely expressed in a society's art, it is necessary to open up the socio-cultural system and reveal the underlying constants that inform the entire system throughout its development and evolutions. The danger here is that of presenting these constants in such inflexible terms as to preclude any revision of the original concept. Spanish socio-cultural history presented merely in terms of the Castilian character is one such example.

This revision becomes absolutely essential as the intellectual ambiance of the student changes, as the concerns of his own culture change, as research affords new insights. It is dull, stale, and unprofitable to offer the contemporary student any sort of cultural explanation only from the standpoint of a past generation. The perspective must be that of the present. The student must look through his own eyes, if not, he may fail to understand. Here the danger is quite clearly that of inconsiderately and indiscriminately adopting new approaches, being tempted by innovation rather than by validity. An exposition of the Spanish experience for the contemporary student must take into serious account the process of acculturation in Spain, the important presence of minority groups which influence all areas of Spanish policy. On the more detailed level, the explanation of the constants and patterns of the foreign culture inevitably involves the cultural preconceptions of the analyst. In order to attenuate as far as possible the effects of these preconceptions, it is necessary to make a conscious and continuous effort to consider the phenomena under scrutiny from a point of view within, and not without, the system. The value system, the ethics, the ontology, in short, the vision of the world embraced by the culture, should be the glass through which the phenomena are studied. It is pointless to consider the Spanish Inquisition merely as evidence of the innate cruelty of the Spanish people or Moctezuma's reluctance to attack Cortés as proof of the emperor's indecisive character.

Choosing examples of the pattern for consideration is a most important undertaking. It is obvious that not every event can be examined in its entire socio-cultural context, hence some principles governing selection would seem to be required. Culture combines both the vertical relationship between all strata of the society's experience and the horizontal movement that varies qualitatively with moments of greater and lesser import in the history of the development of the society. Thus the moments to be considered should both contain the quintessence of the contemporary socio-cultural framework, as well as be in harmony with each other, thus providing the substance of that society.

To summarize the formal definition attempted, the course should be constructed around carefully selected moments. These would be considered vertically from within the structure and horizontally from a modern standpoint. The perception of patterns should not be exclusive or resistant to revision.

The clearest and closest link between literature and culture lies in the two definitions of the term culture. First, in the anthropological sense of the word, it denotes the entire range of man's activities throughout all times. This implies the scientific view of culture as a subject, as an objective body of knowledge. On the other hand, the humanistic interpretation of the term refers to the development of awareness and sophistication. Both of these definitions are valid in the study of literature where the student first must grasp the anthropological information, then by seeing it function in the living world of literature, by understanding and appreciating a different philosophical stance, he sets out along the road to acquiring culture.

This second step, the appreciation of the literary representation of culture, is perhaps the most effective form of acculturation. (The other possible rival is to live in a foreign country.) The dramatization of what was abstract knowledge, and the subjective reaction to what was the objective guarantee the involvement of the student. For the history student the significance of the Mexican Revolution and its complications become apparent by reading Los de abajo, much more so than by only considering impersonal facts. By the same token, that novel acquires new dimensions of significance when the socio-cultural context has been explicated. Demetrio's sojourn in Mexico City is not merely an example of "To the victor, the spoils". Thus there is an essential exchange of effect whereby both areas of study emerge more powerful.

In spite of the rise of anthropology, sociology, and the other social sciences, there is a growing belief that questions of culture cannot be considered purely and simply in terms of information. Somewhere in the educational process serious consideration must be given to the growth and development of the individual mind on its own terms. It must also be remembered that the concept of culture includes an assertion of human value. Like literature it embraces both the concrete and the abstract, the subjective and the objective, the individual and the general. No area in the educational process affords as great an opportunity for growth and development as does the study of literature.

That literature should serve culture (in both senses) is only just, for literature is merely one of the possible art forms, and art is only one of the constituents of culture. However, though only a part, it is a part magically capable of containing the whole and illuminating it.

However, this does not mean, by any stretch of the imagination, that the universal levels are excluded from the literary work. It is precisely this universal quality that will permit the reader a subjective reaction through identification. That is, literature operates simultaneously on both the universal and particular levels, and it is quite possible to have either without the other. However, there exists the risk that the uninformed reader will impose his own value system, his own motivations and structures. Thus even while enjoying the work, the reader may be moving along erroneous paths, without the benefit of the guide which the cultural context could have afforded. A reader unfamiliar with the home situations in Latin America organized around servants, unaware of the traditional treatment accorded them, of the casual personal and sexual exploitation visited upon them continually, of the state of war existing between master and servant, this reader must fail to perceive the subtleties underlying their dialogue, and he runs the considerable risks of accepting irony at its face value, of mistaking anomaly for norm and of misconstruing motivation. The student needs insight into the cultural context of any work.

On the practical and logistical side there are many important questions. At what point to introduce the courses on culture? How to coordinate the content of the language and culture courses? What should the proportion of culture to literature courses be? Should instruction in the culture courses be in the hands of specialists? How to arrive at an harmonious presentation by both literature and culture courses? Other problems (and their solutions) will arise according to the nature of the particular institution.

In spite of these difficulties, however, the need for the serious study of culture must be met if literature is to preserve its role as the synthesizer and transmitter of human experience.

ED102861

FL006 714

VOCATIONAL EMPHASIS IN THE TEACHING OF CULTURE AND CIVILIZATION

Beret Sophusson
Rainier High School
(Rainier, Oregon)

With ever-increasing frequency, the high school and college student is questioning the relevancy of the classes he must take to meet diploma or degree requirements. In addition, as one of the results of rising educational costs, the public is demanding that schools and teachers be held accountable for what they teach: Parents are increasingly unwilling to pay for an education that will not necessarily prepare their child for some type of vocation. High school graduates who want to enter the world of work find themselves unprepared and unskilled. College graduates with a liberal arts degree are discovering that their degree means very little to a personnel manager unless it is accompanied by requisite skills.

In the past, foreign language classes frequently have been viewed by the high school student as "college prep" courses, and, as a result, have been composed almost exclusively of college-bound students. High school counselors and foreign language teachers have done little to alter this image. At the college level, courses have been predominately populated by students either required to take a second language for their degree or by those planning to be foreign language teachers themselves.

As fewer colleges and universities demand foreign language as an entrance requirement, fewer students choose to take a foreign language at the high school level. The college undergraduate degree frequently does not require a foreign language today, and enrollment at the college level is also dropping.

Traditionally, second-, third-, and fourth-year high school foreign language classes have centered around the reading and discussion of the history and literature of the second language. College classes beyond first-year conversation have also stressed literature and composition.

Where has culture entered the picture? The answer is, infrequently or not at all. There are several reasons for this. First, we are not preparing foreign language teachers to teach culture; and second, far too few foreign language teachers have spent enough time in the native-speaking country to become really acquainted with its people and gain an understanding of their customs and culture. This is especially true of the elementary and high school teacher. In addition, many teachers have not considered culture to be an important part of the foreign language curriculum.

What can we, as foreign language educators, do for the student that rightly demands relevance in his classes? How do we make foreign language classes relevant? Can we honestly say that the past content of our language courses has consisted of giving the student a usable tool and not simply a subject whose only real vocational use was considered to be teaching?

It is time to view foreign language as a tool rather than as a subject--as a means to a desired end, rather than an end itself. As educators, we must all be aware of the vocational needs of students and construct our curriculum to meet these needs. As California Superintendent of Public Instruction Wilson Riles so aptly states, "There are few things more relevant than a job, and our schools ought to realistically reflect this fact."

The teaching of culture must become an integral part of the foreign language curriculum, and we should begin at the beginning--with the FLES program. Unfortunately, FLES is almost non-existent in public schools today. It is considered by many parents, school boards, and administrators to be a "frill" and it is one of the first areas to go when a budget is cut.

At least one school district in Oregon is attempting to bring relevancy to the FLES program. In the first issue of the new Foreign Language Newsletter published by Holt, Rinehart, and Winston, Dwayne Adcock, foreign language coordinator for the Eugene, Oregon public schools, describes a significant development in the FLES program in the Eugene school system. Mr. Adcock states that "The principal objective of the Eugene FLES program is to use language as a tool to develop tolerance of individual differences (which is) a radical departure from the type of ideal FLES program suggested by the 1961 statement of the MLA which insisted that culture should not have a primary role in FLES."

Eugene is not using foreign language teachers in their FLES program. Instead, they are training the elementary teachers to teach the language and its culture in the classroom. Ideally, of course, teachers of foreign language with a background in FLES would be utilized; budget problems have prevented that. This is yet another area in which we need to concentrate our efforts: as foreign language teachers, we must educate the public, and frequently other teachers, too, on the importance of foreign language in the elementary as well as the high school curriculum. Children have a natural curiosity about everything, including other peoples, and the FLES program is the ideal setting to dispel prejudices and misconceptions formed concerning other cultures.

Support for vocational education is increasing throughout the United States and is an important priority of the U.S. Office of Education. At the state level, the Oregon State Department of Education is requiring school districts to offer career education beginning at the lower elementary level. If FLES can also be offered in the school, students will become aware at an early age of careers that involve a knowledge of a second language and its accompanying cultural differences. The Eugene schools are enhancing their FLES cultural emphasis by pairing their elementary schools with elementary schools in Mexico, involving the students in exchanges of tapes, letters, and slides.

If a student is given the opportunity to advance through a FLES program, by the time he reaches high school age his mastery of the language will be such that he will be able to use that language as a tool, as a means to an end, for an ever-increasing variety of careers. In addition, if the FLES program has placed an emphasis on culture of the language, the student will have a better grasp of the way other peoples think and act, which in turn leads to better international understanding.

Whether the student has the advantage of advancing through a well-planned FLES program or whether his first introduction to a foreign language is at the high school or college level, foreign languages must now be made available and appealing to all high school and college students who might benefit from them in any way, including vocationally. At all levels, we must take steps immediately to make students aware of the enormous variety of careers that either require or would be greatly enhanced by a knowledge of a second language. The list of such careers is much greater than one might first imagine. They range from working with various governmental agencies to tourism, engineering and other professions, research, sales, social and religious work--the list is almost endless. There are thousands of very desirable occupations, both in the United

States and abroad, in which bilingual-bicultural knowledge is either necessary or very desirable. There are over 250 companies in the Portland area alone in which a knowledge of a foreign language is a definite asset. The Department of Foreign Languages at Easter Oregon College has compiled a long list of overseas employment opportunities in business and industry taken from the 1973 College Placement Annual. Many employers state that a knowledge of a second language, when combined with other skills, greatly enhances a person's prospects in the employment field.

It is insufficient, however, simply to have a speaking ability of a second language. Equally important is a knowledge of the culture of the people with whom you are communicating. The businessman of Japan or Mexico thinks, feels, acts, and conducts his business in a manner vastly different from his American counterpart. Unless the United States businessman recognizes, understands, and knows how to cope with these differences, communication suffers. Foreign business has long utilized bilingual employees and is almost invariably capable of conducting business in English; in addition, they frequently know a great deal about our culture. For far too long, however, the United States businessman, together with the vast majority of our population, has let the "other guy" learn English, and has made practically no attempt to learn much about the "other guy's" culture. This has not aided our efforts to win friendship and gain understanding abroad. As a teacher of business education as well as foreign language, I have come in contact with a number of business people, both domestic and foreign, who are greatly concerned with this lack of interest in international communication on the part of the people of the United States.

It is our responsibility, therefore, to produce bilingual, bicultural graduates who are capable of international understanding, who have the ability to communicate with other peoples in their native tongue, who have knowledge of the culture of these people and who can gain their respect, their friendship, and their business.

In Oregon, several conferences were held this past year concerning foreign language in career education. Included have been panel discussions on the importance of languages as viewed by representatives of business and industry, an address on the national implications of foreign language and career education, and reports from a number of educators both in Oregon and other states on ideas that are being implemented in a number of high schools, community colleges, and universities. Dr. Donald Baerresen of the American Graduate School of International Management, in addressing a conference in March, stated that businesses send their employees for intensive training in a foreign language as well as in international management. They have discovered the enormous advantages to their company when they send employees abroad who have both knowledge of the language and an understanding of the culture of the people with whom they will be working.

Clackamas Community College in Oregon City now offers a basic course in secretarial skills in foreign language in both Spanish and German. After satisfying the language requirements, the student may be admitted to the program. Areas covered include basic business terminology, business correspondence, financial and legal responsibilities, and using special equipment and available resources such as consular services, consultants, and references. Several texts are utilized, including Commercial Correspondence in Four Languages, by Hart Publishing Company and Business Letter Handbook, published by Regents. The program has received an enthusiastic response from both faculty and students.

This summer, from June 18-28, Oregon State University will offer a graduate credit foreign language workshop on the subject, "Implementation of Integrated Foreign Language and Career Education Program Goals." Guidelines will be written for the inclusion of foreign languages in Oregon's high school career clusters. The state Department of Education is requiring the implementation of these career clusters in the high school curriculum; clusters include stenography, health food services, agriculture, construction--a total of 22 clusters at the present time. The workshop will also write guidelines for the development of a foreign language career cluster and the development of foreign language as an auxiliary skill in careers.

Several high schools in Oregon are developing foreign language courses with greater emphasis on cultural aspects and on implementing the foreign languages into the career offerings of the high schools.

These, then, are ways in which we can make foreign language relevant to our students--by offering courses in language and culture that can be utilized as skills to aid the student in developing his capabilities to the fullest. Doors can then be opened to new and exciting opportunities which are even now awaiting the bilingual, bicultural person. It is up to us, as foreign language teachers, to formulate new offerings that will prepare these students to make their contribution to international understanding.

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EXPERIENCE AT THE CENTRE D'ETUDES FRANÇAISES, UNIVERSITÉ DE POITIERS (FRANCE)

Odette Cadart-Ricard, past Resident-Director
Oregon State University

Since September 1971, the Oregon State System of Higher Education has been sponsoring an integrated study program of an innovative type at the Université de Poitiers, France, called the Centre Orégon d'Etudes Françaises. It is officially recognized by the French Ministry of the Interior as a bona fide foreign association and the French Ministry of National Education has given our students full subsidies on par with the French University students. I feel honored that the French government has given our efforts such complete recognition. Foreign Language Study Programs Abroad have now become an integral part of all fine comprehensive Foreign Language Departments of American universities. In the history of American education, they are newcomers and yet they have become firmly established. In spite of the monetary crisis which affects all the world currencies and unfortunately our dollar in a significant way, many students find it beneficial to go abroad to further their education.

Why study abroad?

I shall address myself to the "French experience" for which I am in great part responsible and with which I am thoroughly acquainted.

Students go to France to learn not only the language but to learn about French culture and life through a process of total immersion in the culture, the only way to learn fully and to achieve permanent results.

I've had reports from students telling what they've learned from this experience. To quote one very sincere young woman: "This is how I discovered myself and where I grew into a true adult and a more mature person." She said: "At the beginning it was really hell for me; at times I wanted to go back, I felt homesick. I finally decided I'd better stick to it." She added: "This was the first time I'd finished something to the end; I did it! And even before we were half-way through I knew I had accomplished my goal and from then on, it was just coasting down. It was a beautiful experience!"

This student's usage of French has become quite fluent. She had, with her girl friend also in the program, an enriching experience tutoring in a Poitiers lycée. The girls volunteered their work, but the lycée students, their parents and teachers were all so happy with the results that they decided to offer a small salary to the two aides.

Quite a few of our students plan to go back, which, I think, speaks quite clearly of their experience in France, even though for some it was difficult to adapt at the start. One of them will be, this coming school year, a Teaching Assistant in a Poitiers *lycée* with full pay for this work and other advantages such as free tuition at the University.

Why an integrated program?

What is the difference between programs often limited in time and scope carried sometimes single-handedly by individuals with enough gumption and strength, enough knowledge of the country, language and young people, and an *integrated* program? In an integrated program, a student is working 100% in a foreign university on the spot and for a valuable time-span. This is the only way, I feel, an American student can really become like a French student, or a German one, or an Italian one. Our students in Poitiers receive French student-body cards from the University of Poitiers; they are considered as French students with all privileges attached. They learn to live as French people because they live among the French people. They also learn to live as French students and learn first-hand what is good about the French system of education, what's not so good, etc., while acquiring a better command of the French language, and a working knowledge of French institutions. In such an environment they are called upon to do their best, as French professors do not cater to mediocrity.

Why a full academic year abroad?

We do not encourage students to spend only a semester at the C.O.E.F. We had only two students, in two years, who did such a thing and I don't think they benefited fully from the experience. We are not enrolling our students for one semester only; we want them there for a full academic year. One of the reasons is that it takes a while for someone who goes into a different culture to get over the initial cultural shock and become well acclimated. Because we're all individuals, and progress at different speeds, some may adapt in one month while others take three months. Those who are there for only three to four months don't allow themselves a real chance to succeed and most certainly do not reap the full benefits from the program --any program. In the case of the students who were there for a year, it is amazing to see now how well they speak and write French and how much they know about France and its people. They have had many opportunities to visit the country and also the neighboring ones.

Last, it gives the students a better return on the money they have invested, as the cost of the trip and of the study program is spread over ten to twelve months. And since we're speaking of returns. I must mention the fact that personal involvement in friendships formed with the nationals received a true reward in the sense that these friendships are enduring. Many of our students are planning to go back (some are already back there!) to visit their European friends and their families while some young French students have come to our Western States.

Why didn't I choose Paris?

I have been myself a student in Paris. I am a graduate from the University of Paris School of Law and my years in Paris are those I don't relish thinking about. They are really some of the worst of my student life. Of course, France was under German occupation then, thus explaining some of the difficulties. I wouldn't want to see our American students go through such difficult times, even though things have improved greatly, naturally. As a French native, coming from the province to Paris (my home town is Chateaudun, to the north of the Loire Valley), I could not get to know other French students, even though I attended the courses and saw some quite regularly.

Think what it would be for an American for whom all is foreign. The French students are organized in tightly-knit little groups of friends, called bandes, knowing each other from the days of the lycée. It is impossible to permeate such groups. In Poitiers, there was a little bit of that, though it was much easier to break the ice. There, our students even got to know on a very personal basis several French families.

Why Poitiers in particular?

One extremely important fact is that in 1971 there was only one other American program there, that of the University of Syracuse (New York) which was not even an integrated program--and the program was on its way out. In 1968 I had been told very frankly by the representative of MonsieurEdgar Faure, then the Minister of National Education, that the French Government didn't want anymore non-integrated programs because they "didn't work, they didn't accomplish the major aim of the foreign study programs --that of achieving a true exchange of ideas and people." My project in 1968 was the first fully-integrated program being presented! Now the Syracuse program is no longer in Poitiers and the C.O.E.F. is the only American program there. I can assure prospective students that once they arrive in Poitiers they will not be speaking English unless they go and meet the French students on the campus who are English majors. No one in the shops, offices, or official bureaus in town will speak English to them!

Furthermore, Poitiers is a lovely city, with the flavor of its medieval grandeur still hanging to all the old stones, palaces, and churches which are all over the old town. It is in the center of Poitou, a very beautiful province full of hills, woods, rivers, and streams; strewn among those, castles and villages chock-full of historical and artistic sites. Poitiers, once more beautiful and powerful than Paris, has a rich history and great landmarks to represent the various periods in art and architecture. There is also a brand-new and most modern Poitiers spreading out on the Plateau between the river Clain and the new University Campus. These facts speak for the choice of this town, formerly the "queen of the cities of Aquitaine."

The C.O.E.F. Program

A. When our students arrive in Poitiers somewhere around September 20, the University is not open. All French universities open the 15th day of October. Thus during one month we have an intensive Orientation program. The first year, I taught it myself with one assistant, the second year I had two assistants. We had then a three-week orientation; it has now been extended to four weeks. The students have from four to four and a half hours of work daily, five days a week. They receive at least five credit hours for this. The courses are the following:

Introduction to Contemporary France
Introduction to Cultural and Practical Aspects of Life in Poitiers
Introduction to Explication de Texte and French Composition
Review of Grammar and Practical Conversation

B. The program itself at the Université de Poitiers has three different parts to it:

1. The Institut de Français is created for all foreign students to either learn or improve their knowledge of French, French culture, history, geography, and French Literature. Usually all our students are enrolled there. I have not had a student enroll there who was advanced enough to start right away outside of the Institut with the French students in their own courses, except in two or three courses. I've had students who enrolled right at the start, one in a French History course, one in 20th Century Literature, and one in Chemistry. Our students are allowed to take the Institut courses for one or two semesters, depending upon their success or failure on the exams. The first sets of exams come at the end of the first semester: The written one is during the third week in February, the orals during the last week in February. If the student is successful, he may wish to go on taking just a few of the Institut courses: Many of our enrolled stayed in the Résumé class and also in the culture and civilization, another popular course. They also kept on with the Thème et Version (translation) even though this was a "hard course" simply because the very precise way of the French in handling translation made it a very valuable kind of training for all. The second chance at taking the exams comes at the end of May, with the same process of written and oral examinations.

The diplomas obtained are bona fide diplomas from the Université de Poitiers. Success at the end of the first level brings a certificat pratique de langue française; at the end of the second level, it is a Diplôme d' Etudes françaises, and at the end of the third level, a Diplôme Supérieur d'Etudes françaises.

2. At the Université de Poitiers, any regularly offered course in any school can be taken by our students, though I recommend, for most of them, waiting until the second semester for a greater ability, on their part, to understand spoken French. There are many offerings in Humanities, History of Art and Music, Musicology, Law, Economics, Political Science, and all the Sciences. There are special schools in Engineering and Aerodynamics, and Medicine, a very fine Conservatory of Music where our students got almost individual work. Finally, for those interested in the Middle Ages, we have at Poitiers the world center for studies in Medieval Literature, History, Music and Culture and in the Occitan language. Its director is the medieval historian Edmond-René Labande and it boasts such

professors as Pierre Bec, Gallais, Carol Heitz --to name just a few. (I, myself, studied there the old Occitan language, the lyric poetry of the troubadours and trouvères, and thus started a post-doctoral research project on Bernard de Ventadour under the direction of professor Bec. I was one of thirty persons admitted to participate in the Summer Session of the Centre Médiéval where some of the best scholars came from all over Europe to lecture on various subjects.)

3. Independent study projects are selected by all the students during the second semester and intensively researched, then written up, with supporting material often in the form of visuals, or tapes. Each student has one project to work on for which he receives a variable amount of credit hours, depending on the depth of his work. The student can choose any subject about which he is interested as long as it is dealing with Poitiers or the surrounding region and/or towns. It can be in any field, such as history, religion, literature, fine arts, architecture, archaeology, music, economics, demography, sociology, geography, etc. The object of this is to get to know in depth one area for which Poitiers is well known and for which the students have some kind of interest. The second objective is to get to work with French people, professors or other experts in the field. It has worked quite well and produced papers on quite a variety of subjects.

Starting with our first year in Poitiers, I've added some courses in extra-curricular subjects, such as a very fine course in French cuisine in the Ecole d' Arts Ménagers, folk dancing and folk singing, choral singing. There is available to good singers a great Medieval and Renaissance Chorale which presents several beautiful programs every year. Poitiers is also the sport center for France. It has two olympic-size swimming pools (indoor and outdoor), an Olympic-size ice-skating rink, and a very great Center Hippique for horseback riding in the very fancy European fashion, that of the Ecole de Saumur.

To encourage our athletes, I have obtained two partial scholarships (room and board) for those of our students who have actively participated in competitive sports such as basketball and swimming, and who accept to become a member of the basketball team or swimming team, with a training session once a week and several matches scheduled during the year.

Student Life on the Campus

To illustrate more fully, Figure I gives the list of courses taken by the students at the first level (premier degré) and Figure II gives the list of courses offered at the second and third levels (deuxième et troisième degrés). Level III stresses literature even more than Level II: It requires a very good knowledge of French Literature and of the French writers, together with solid techniques of text analysis, essay writing, etc.

Figures III and IV give a sample of a student schedule at level II. It is to be noted that Thursdays are free: No courses are offered so that the students can go on the excursions which are arranged by the CROUS --the French equivalent to the Students' Activities Office combined with Student Housing and Welfare. These excursions are generally one-day type, but there are at least three or four yearly which involve a whole weekend, and even an eight-day snow-and-ski vacation. The one-day excursions cost only $1.20 which covers bus fare, guides, visits to museums, churches, and châteaux.

The University Residences are only one type of living facilities The other accommodations available are our Community apartments located at the ZUP (the modern Poitiers, near the new campus). In these apartments, the COEF students share a 4-room apartment with other French and foreign students.

Since our students are fully subsidized by the French government, our costs (tuition, room and board) in Poitiers are substantially low. This has allowed us to make our full-year program the least expensive in the market for Oregon residents. Furthermore, the French government makes available a full scholarship to one of our qualified students every year. We hope we will be able to increase the number of the French government scholarships since we have just started a wider exchange program for students and Faculty with the University of Poitiers.

[Editors Note: Comments by 6 students on their experiences at Poitiers and Stuttgart followed this presentation.]

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Programs of the Institut du Français
Cours pour Etrangers
Director: Mlle Frandon
Asst. Director: Mlle Terrasson

Ier DEGRÉ

FRENCH COURSES	US EQUIVALENT	SEMESTER CREDIT HRS.
Explication de Texte	Intro to Explication de Texte (200 level)	1
Compréhension et Conversation	French Comp. and Con. (200 level)	4
Grammaire (analyse)	Fr. Grammar (analysis)	2
Exercices de langue et grammaire (dictée)	French grammar and style, practicum	4
Histoire, Géographie, et Civilisation (Intro)	Intro to Fr. Culture and Civilization	2
Phonétique et prononciation--Intro en labo	Intro to Phonetics and pronunciation--Lab	2

Figure I

Centre Orégon d'Etudes Françaises
Université de Poitiers
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Programs of the Institut de Français
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Academic Year: 1972-3

IIe AND IIIe DEGRÉS

FRENCH COURSES	US EQUIVALENT	SEMESTER CREDIT HRS.
Thème et Version d'Anglais	French Translation	3g
Explication de Texte (3e degré)	Explication de Texte Adv. (400 level)	1g
Littérature F101	French Literature Beaumarchais, Verlaine, Proust (400 level)	2g
Littérature F111	French Lit. 19th Century (400 level)	2g
Histoire, Géographie et Civilisation	French Culture and Civilization or Fr. History or Fr. Geography	2
Exercices de Compréhension (Résumés) 2e degré	French Comprehension (300 level)	2
Exercices de Compréhension (Résumés) 3e degré	French Comprehension (400 level)	2
Etude de langue et grammaire (dictée)	French grammar and style	1 1
Explication de Texte (2e degré)	Explication de Texte (300 level)	1 1
Littérature	Survey of Fr. Literature	1
Phonétique et prononciation	Phonetics and pronunciation (Lab)	1
Textes du programme	Survey of French literature	1

Figure II

HORAIRE COEF ETUDIANTS DU IIe DEGRE

Lundi	10:00- 11:30	Explication de Texte
	14:00- 15:00	Littérature
	15:00- 16:00	Dictées
	17:00- 18:00	Labo
Mardi	10:00- 11:00	Thème français
	16:00- 17:00	Explication de Texte
	17:00- 19:00	Résumés
Mercredi	10:00- 11:30	Explication de Texte
	16:00- 17:00	Textes de Programme
Jeudi	Libre pour excursions	
Vendredi	14:00- 16:00	Civilisation
	16:00- 17:00	Grammaire
Samedi	10:30- 12:00	Version française

Figure III

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C.O.E.F.

Sample recording of Credit Hours in the Program of Studies

October 21, 1971

Orientation (quarter hrs.)	1st Semester Semester hours Quart. hrs.	2nd Semester Semester hours Quart. hours	Yearly total in quarter hours
2nd Degree students only Group A 3	Inst. de Français 13 19-1/2 (do not pass exam) + Indep. Study 2 3 22-1/2	Inst. de Français 7 10-1/2 + Cours à la Fac. 6 9 + Indep. Study and/or Methods 2 3 22-1/2	from 44 to 47
2nd Degree students only Group B 3	Inst. de Français 13 19-1/2 (pass exam) + Indep. Stddy 2 3 22-1/2	Cours à la Fac. 9 13-1/2 + Indep. Study 4 6 and/or Methods 3 22-1/2	from 45 to 48
2nd and 3rd Degree students only Group C 3	Inst. de Français 2nd Degree- 13 19-1/2 3rd Degree- 4 6 + auditeur libre) 25-1/2	Inst. de Français 3rd Degree- 8 12 + Indep. Study 3 4-1/2 and/or Methods 3 19-1/2	from 45 to 48
3rd Degree students only Group D 3	Inst. de Français 3rd Degree - 8 12 + Cours à la Fac. 4 6 + Indep. Study 2 3 21	Inst. de Français 3rd Degree- 8 12 + Cours à la Fac. 4 6 + Indep. Study 2 3 21	from 39 to 42

Figure IV

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FOR WHAT REMAINS IS CULTURE, WHEN ONE HAS FORGOTTEN THE FACTS

Joseph Labat
Washington State Universtiy

If the word culture encompasses the knowledge, beliefs, and original traditions of a nation, that is to say, the combinations of intellectual aspects of a civilization, it is not surprising that we are spectators as much as actors in a drama. For, perhaps never has civilization been so powerful and equally foreign to its cultural values, that is to say, to man, as it is today.

In fact, where do we stand from the cultural point of view in our society? In the hearts which have lived and in those which have endured a long time, there is a nostalgia for a world of values. With the new generation there is first a reaction against those values, that some defend in order to be reasonable, and then there is a disarray. Finally we all submit irresistibly to a culture which is imposed on us, instead of living it, to the point where we are compelled to it by force of circumstances. Consequently, it is not we human beings who, by our method of thoughts and of life, offer the spectacle of an autonomous culture, but rather this super-culture, that of consumption, which forces us to follow it. Thus, our society has attained a unique degree of organization: a monolithic totalitarianism, disciplined and austere. If we would choose to leave our ivory tower, we would find that everything has been thought out for us. The service offered is impeccable and can suit every budget.

If, for example, my project were love, and by means of my general co-ordinates, a super-organization would undertake, in short order, to file me under my category: hetero, homo, or bisexual; under my preferred color: white, brown, red, black, what else do I need to fulfill my needs? The degree of efficiency would be equally perfect to obtain divorce, to be born, to die, to eat, to drink, to gorge myself, to diet, to vacation, to be alone or in a group, to find myself or to escape myself, to build or destroy, to laugh or to cry. Living has become a pastime.

It is in this sense that the great loves of Romeo and Juliet and *La Nouvelle Héloise* now appear from another world, that the language of Goethe and Voltaire no longer speak to us. Also in this sense I am made aware of the absence of idealism among my students. This youth of today, which must take its turn in the relay to lay the foundation of tomorrow, to re-invigorate, to revivify, to give a new impetus to a civilization seem no longer to seek absolutes. Dead are the dreams of the impossible, dead the faith in man, dead the passion which nourishes itself from metaphysics and mysticism. The return to Christianity, which is happening in our times, is nothing more than the search for the security of belonging to a group, but this is not how cathedrals were constructed. It is religion that makes youth religious and not they who make religion. Prayer never pretended to fill a lack, nor to anesthetize, but to uproot us from sleepwalking, to expand us, to engage us. Dead, finally, the intellectual forces which must, as André Malraux would say, "resist to death." One has the impression that today's youth have decided to jump off the bandwagon, to borrow Cocteau's metaphor. It is not astonishing, then, that those beings whose sensitivities have been precociously atrophied might be blasé toward everything, might be out of play with the continuity of civilization, of man. Therefore we as teachers are no longer surprised that this youth divorces itself from our system of education, rejects the study of languages and past cultures. What have we done until now to remedy this drama?

It is true that we have admirably met the challenge. Our profession has accomplished ingenious innovations at all levels. In order to attract and reach the student, we have reformulated our methods, adapted knowledge to the taste of the times, multiplied the materials of our respective subjects, films, slides, photographs, field trips, reconstruction of the foreign atmosphere, tape recorder, transistor radio, and computer. We have relearned the theatrical aspect of our profession, attempted to grow close to our students by letting our hair grow, by growing beards, by changing our dress, by borrowing the communicative slang of our time. We have renewed our methods of approach, the dimensions of our classes, created new courses, either slower or more accelerated; we have repeatedly insisted on linguistics, phonetics, the spoken language, the written language, culture, the value of the culture, the quality of the culture, the literature, the anti-literature, the comparative literature, that of the blacks and women, we have reversed the vertical discipline of yesterday by the horizontal communication of today.

The vitality of this self-renewal is much to our credit. We have proved our genius for adaptation, and indicated our indelible faith in the values of civilization, in our profession as educators, in our responsibility as leaders. We possess the vigor of a New Renaissance. We are the worthy representatives of the Humanities. However, we are no longer Humanists, because we seem to have lost our belief in Man. This problem is the true one, that of everyone today, that of the passage of the old man of yesterday to the first man of tomorrow, passage which is waiting to happen.

I mentioned that we seem no longer to believe in Man. In reality, this drama, as you know (and to cite a general, Charles de Gaulle), "Is not at all a university drama, it's a crisis of civilization. . . The University does not know what it wants, the Occidental State does not know what it wants, the Church does not know what it wants."[1] The basis for this crisis exists in our consumer society; it is the reign of technocracy, the supreme monolith of a unique, admitted value: Productivity. Henceforth everything is judged by its productive contribution (and its statistical performance). If an undertaking does not produce immeasurable results, one gives it up. If a marriage is not productive one gets a divorce. If a war is not profitable, one makes peace. These are the three pillars of value of the Republic annihilated: work, family, country. We already know how gradually quantitative production became involved in our educational establishments, our Humanities, and our courses of literatures and languages. Thus, if our democracies are more and more unstable, if science, originally an ideal, a dream, surrenders to its bastard daughter technology, originally conceived to serve man, and which destroyed his own concept of space and time, it is because we have become subjected to technocracy, to the new fascism. As it was predicted already by Bernanos in 1947: "Machines are not multiplied according to the needs of man, but rather to speculation, that is the capital point."[2] Furthermore when we are told that France or Germany is becoming Americanized, it is less Americanization than "technocratization." The idea of a nation has given way to the notion of gigantic monopolies. In the epoch of the mass media, this anti-culture or culture of consumption has no more frontiers. The only acceptable myth for today is that of the productive man. A productive black is no longer a black: the culture of consumption has replaced the culture of races and nations. Henceforth, in New York, in Paris, or in Tokyo, the accepted man is he who produces. Is this to say that nothing will survive of the traces left by man, of that which, perhaps, formed man? Because in effect, what continues, all through the history of a people, of a race, of a society, if not its culture, transmitted from father to son, from man to man, its expression of free choice, expressing the freedom of man?

Where, therefore, is hope, because, as Malraux said, "The end of hope would be the beginning of death."[3] Hope, I believe, is yet to be established. This founding is our task as educators, because we alone, by our role in society, can remedy this lack and should assume a good part of the responsibility. I address myself to teachers in general and to the teacher of language in particular, since we possess, by our background in education, the cultural essence of the civilizations which we teach. We know that man possesses and civilizations endure, but also that only man can build civilizations; that he germinates the spirit and the essence of values, faith in life in opposition to death.

Before going further we must clarify certain morphological misunderstandings. Due to our development of great means of communicating, certain truths, through constant repetition, have aquired an equivocal sense, a common feeling of a déjà vu; our task must be to re-establish their true meaning.

Therefore, when I affirm the necessity of belief in man, I am not juggling a cliché, but I refer, rather, to the strict sense of the expression. If we permitted the tool of communication to become only noise, it would be useless to pass for a communicator, for a specialist in communication. Because in reality, the tool of communication is silence if there is not a human voice to transmit it, a voice energized by faith, by the hope of man, hope in the future of man. Just as the civilizations of the past, in which we are supposed to be specialists, exist because their erectors believed in man in the life of man. It is in a certain way their faith in man that made them communicators, perhaps even civilized them. Consequently, at the base of every form of education, and of primary importance, one must find faith in man, and from him, hope. As André Gide puts it so correctly through the voice of Oedipe: ". . .the only password for not being devoured by the Sphinx is Man."[4]

This evil, which I have presented schematically, and which is gradually dehumanizing us, is pernicious because it presents itself in a utilitarian, a simplifying form. It is difficult to attack because it is without conscience, it is a way of life. To condemn it, one would necessarily make himself opposed to the march of progress, which would have been tentative, defiant and regressive. Consequently, it is not a question of destroying the system or the materialistic mechanism since they have their positive sides. On the contrary, the solution which seems to me the most commendable, that in which we educators can and must play a preponderant role, is the one which would attempt not to remove the blinders that are applied to us by technocracy, but rather to make the human being aware that in him resides an infinite number of possiblities far vaster and richer than this materialistic reality that alienates him. To resolve this crisis of man, due to his refusal to adapt himself to the technocratic machinery of which he has lost the rudder, is a question of restoring to the human being the preponderance of his conscience over matter to rid him of its mystification. It is only then that technocracy, in contrast to the universality and the continuity of man, is re-situated at its initial level, that is to say, at the service of man.

Allow me to give a concrete example: Let us observe an "average" child of 6, of an average family, living an average life. It would not surprise us if this child would inform us that he is bored or that he feels lonely, is without friends. Some will say that this child is normal, others will suggest that he is abnormal, when in reality, he is abnormally normal. Indeed, it is abnormal to be bored at the age of 6 when one has yet the whole world to discover. But it is normal that a child who from the age of two has been bombarded constantly by all sorts of audio-visual material, by realism and unrealism, might not know what to do with himself. By dint of being served that world which we hand him, he has unlearned the ability to discover the reality with his own conscience and, by the same token, to possess it, to make it a part of himself, to enrich himself by it.

If, for example, we showed a child a film of the most beautiful sunsets of the world, they would be given to him ready-made, so to speak, he would have nothing to add to them, he would merely admire them. Whereas the sunset that he might encounter while turning a street corner, is one to which he himself gives existence; in discovering it he would create it, would lend it a reality which would also become his own. Thus his creativity adds a dimension to his soul, enriches his life, nourishes his conscience and matures him.

Moreover, let us not be at all astonished to notice the extent to which literature has lost youthful followers, contrary to movies. The first demands of the reader an effort of creativity from his mind, which is an essential element, towards the exterior. He must create the world of the novel through his reading, must lend a reality to fiction: reality that he has created through his consciousness, and from inanimate signs which become his. The reality offered in films, on the contrary, is given. He does not have to create it, to give it life, to live the life portrayed for him. It "is" already, and as Sartre might say: "It does not suggest anything exterior to itself."[5]

The six-year old has been trained to receive reality ready-made; "canned", so to speak. His creative faculty, that is to say, his imagination, is idled. As soon as we have discontinued the speaking image of the T.V., he no longer knows what to do with himself. He and all his generation find themselves deprived of a reality that belongs to them, that they would have imagined, created. Furthermore, he and his generation, have been instructed in the same impersonal reality. Bonanza is shown in Paris as well as in Tokyo: Horizontal socialization has replaced vertical socialization, whence the uniformity of culture and appearance come.

We have gradually dimmed the light of individualism, of freedom. We have become the receptacle into which the world and life are poured. Instead of living my life, I live the life which is dictated to me so benevolently, so hygienically.

Thus, it is not simply a crisis of culture, but also of human identity. The adolescent, lost in the labyrinth, has no more alternative for his individuality, for his "self", for leaving his mark on the world and enriching our civilization.

We know that traditional culture was an effort to impose man upon the world. If I were black, I would have to choose between isolating myself or imposing my blackness upon the world with all its cultural characteristics. In the technocratic existence in which we live, culture is imposed upon us from the outside; I have no more essential choices, I can no longer be black, white or chicano, I am a productive element or a burden on society; my identity is functional. That is why youth, to escape the feeling of alienation, resorts to drugs. It is not so much because they do not like imposed reality, but indeed because they have not chosen, or created it. From now on, reality refuses to comply to their consciousness, to their choice. New Yorkers, Berliners or Parisians all become vassals.

Perhaps you are going to tell me that you know all of that. I will retort that one never knows sufficiently that it is no longer a Future Shock, that it is by being conscious of that dehumanizing shock that I feed the moral attached to my responsibility as a teacher. For, the root of the problem is in truth the survival of man, is thus the necessity to define a new ethic. A moral which dictates to me to help man to be reborn, to believe in himself, to be able to rise above the oppression of materialism. I must henceforth, complement my role of teacher with that of educator, as a 68-year old professor would say, "Teaching is an art, not a trade. . . . This country desperately needs less Education (Schools of) and more education leading to mens sana"[6], mental health.

Consequently, we should be teaching the other sense of the word culture. In other words, encouraging the development of faculties of the mind, criticism, judgement and individualism. Because, according to Jean Marie Domanach: "We are in the process of destroying our own society. The only possible response to the tyranny of productivism, is a society that is alive, and alive with all its differences, with all its possibilities."[7]

Hence, to save mankind we must, by virtue of our role as guides and catalysts, aid youth in discovering its freedom, its power, its possibility, and its responsibility to change the world, ". . . to choose for himself and, by so doing," as Sartre says, "for all other men."[8]

Only then will those whom we teach become models. These people, who by their individualism, fought to create our world, extracted themselves from many oppressions and, despite the threat of death, each added his own stone to the edifice of our civilization. It is important to form model citizens, but it is far more basic to help free their minds.

Our first duty is to assure and reassure these students of our faith in them, so that they will be able to build their own. Secondly, to believe in man, it is indispensable to open the mind to the truth of human beings, to the bases of the human condition. In fact, the most monstruous crime that the materialistic culture has forced upon us is to tear us away from the human condition and to lend us an inanimate condition. For people who made our civilization, whether it was in worship of God, the King, or fortune, labored despite the ambiguities of life. By the consciousness of his ambiguity, man has chosen to separate himself from the rest of life on earth; in defying his finiteness, he has constructed his work. This consciousness of man is his tragedy and his greatness; it is his humanity. Indeed, by the consciousness of his dependence upon and similarity to others man established a Humanist morality, a sense of responsibility towards others, of solidarity and of democracy, that is to say, civilization. For, as Simone de Beauvoir said: "A man cannot find but in the existence of other men a justification of his own existence."[9]

Notes

[1] André Malraux, Les Chênes qu'on abat (Paris: Gallimard, 1971), pp. 204-05. Translations of French are my own.

[2] Georges Bernanos, "Révolution et Liberté," in La Liberté pour quoi faire (Paris: Gallimard, 1953) pp. 160-61.

[3] André Malraux, Les Chênes qu'on abat (Paris: Gallimard, 1971), p. 192.

[4] André Gide, "Oedipe," La Litterature en France depuis 1945, ed. J. Bersani et al. (Paris: Bondes, 1970), p. 188.

[5] Jean-Paul Sartre, Qu'est-ce que la litterature? (Paris: Gallimard, 1948), p. 12.

[6] James H. Grew, "Mémoires (en deçà de la tombe)," French Review, 47, (1974) p. 709.

[7] Georges V. Santoni, "Les Intellectuels: entretien avec Jean-Marie Domanach," French Review, 47, (1974), p. 701.

[8] Jean-Paul Sartre, Un Théatre de situations (Paris: Gallimard, 1973), p. 58.

[9] Simone de Beauvoir, Pour unè morale de l'ambiguité: suioi de Pyrrhus et Cinéas (Paris: Gallimard, 1969), pp. 103-04.

EDITOR'S NOTE:

A paper entitled "Developing a Language Learning Activity Package" was also read at the 1974 Conference by Bianca Rosenthal of California Ploytechnic State University. However, since it has already appeared in The Modern Language Journal it was decided not to publish it in the present volume.

Readers are referred to The Modern Language Journal, Volume LVII, Number 4 (April 1973), pages 195-199.